DOCUMENT RESUME

ED 438 088 PS 028 293

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TITLE The Quality Journey/He Haerenga Whai Hua: Improving Quality in Early Childhood Services.
INSTITUTION Ministry of Education, Wellington (New Zealand).
ISBN ISBN-0-478-23743-X
PUB DATE 1999-00-00
NOTE 123p.
AVAILABLE FROM Learning Media Limited, Box 3293, Wellington, New Zealand (Item No. 23743). Web site: http://www.learningmedia.co.nz.
PUB TYPE Guides - Non-Classroom (055)
EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Case Studies; *Day Care; *Early Childhood Education; Educational Objectives; *Educational Quality; Foreign Countries; National Curriculum; Preschool Curriculum; Program Evaluation; *Self Evaluation (Groups)
IDENTIFIERS Indicators; New Zealand; Quality Indicators

ABSTRACT

This guide is designed to assist early childhood services in New Zealand to develop quality improvement systems and undertake quality reviews. The guide extends concepts and ideas from the government's Revised Statement of Desirable Objectives and Practices (DOPs), Quality in Action, and Te Whariki. Section 1 of the guide explains what a quality improvement system involves and how to start development of such a system. This section details each step that an early childhood service needs to complete before carrying out quality reviews. Section 2 focuses on the quality review itself, describing a cycle that services can follow to undertake such a review. Section 3 introduces and describes an approach using quality indicators as a measurement tool to evaluate practice in a review. Section 4 presents examples of quality reviews, each representing a different approach and illustrating many of the concepts. Section 5 presents an extensive case study, showing how one early childhood service undertook its first quality review. A glossary and recommended reading list follow. The Revised Statement of Desirable Objectives and Practices and a measuring tool that services can use in their reviews completes the report. (Contains 86 references.) (KB)

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ED 438 088

THE QUALITY JOURNEY

HE HAERENGA WHAI HUA

MPROVING QUALITY IN EARLY CHILDHOOD SERVICES

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November 1999

Kia ora, tālofa lava, fakaalofa lahi atu, mālō e lelei, kia orāna, ni sa bula, mālō ni, greetings.

I am pleased to include this letter and a poster with your copy of *The Quality Journey/He Haerenga Whai Hua*.

This resource is an exciting new development for the early childhood sector. It provides guidance for developing quality improvement systems. Turning daily experiences into high-quality early childhood education entails good procedures, sound judgements, and informed action. Quality improvement systems are centred on such processes. They involve management, educators, and parents/whānau in planned and ongoing reviews of their chartered early childhood service so as to improve quality.

One of the Government's goals for early childhood education is to lift quality. Currently, the Government requires a level of quality consistent with the minimum standards stated in the Education (Early Childhood Centres) Regulations 1998, the Education (Home-based Care) Order 1992, and the Revised Statement of Desirable Objectives and Practices (DOPs) 1996. However, if we want to achieve more of the benefits that we desire for our children, their parents/whānau, and the country as a whole (now and in the future), we need to strive for early childhood education of even higher quality. I believe that *The Quality Journey* will make an important contribution to this process.

I would like to thank Dr Anne Meade and Anne Kerslake Hendricks, who developed and wrote *The Quality Journey*, as well as all those in the education sector who contributed to its development.

Howard Fancy

Secretary for Education

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The Quality Journey/He Haerenga Whai Hua
Questions and Answers

Q **What is *The Quality Journey/He Haerenga Whai Hua*?**

A *The Quality Journey/He Haerenga Whai Hua* is a resource to guide early childhood services in developing quality improvement systems and undertaking quality reviews.

Q **How was this resource developed?**

A In its 1999 budget, the Government provided for the development of a resource to support quality improvement in early childhood services. The Ministry of Education contracted Dr Anne Meade and Anne Kerslake Hendricks to develop *The Quality Journey/He Haerenga Whai Hua* in consultation with the early childhood sector.

Q **Is use of *The Quality Journey/He Haerenga Whai Hua* linked to higher rates of funding?**

A At this stage, the criteria for Rate 2 and Rate 3 funding have not changed. The use of *The Quality Journey/He Haerenga Whai Hua* is therefore not linked to funding.

Q **Is use of *The Quality Journey/He Haerenga Whai Hua* compulsory for early childhood services?**

A Use of *The Quality Journey/He Haerenga Whai Hua* is voluntary. Services can implement the resource as they feel able to and in their own time. Some services will be ready to use the entire resource immediately.

Q **How does this resource link with *Quality in Action, Te Whāriki,* and the Revised Statement of Desirable Objectives and Practices (DOPs)?**

A This resource extends concepts found in *Quality in Action, Te Whāriki,* and the Revised Statement of Desirable Objectives and Practices (DOPs). In particular, it focuses on the review process. An ongoing and integrated system of reviews is one of the keys to improving quality.

Q **How will *The Quality Journey/He Haerenga Whai Hua* fit in with quality improvement systems already established in early childhood services?**

A *The Quality Journey/He Haerenga Whai Hua* is designed to complement existing systems and accommodate different philosophies.

Q **What help is available to early childhood services using this resource?**

A Professional support for services developing quality improvement systems will be available from 1 February 2000. A list of professional development providers will be included in the March 2000 edition of the Ministry of Education's publication *Pitopito Kōrero*.

Q **Does *The Quality Journey/He Haerenga Whai Hua* include information specifically tailored for home-based services?**

A A working group has been convened to consider the use of this resource in home-based services. A separate section for these services (currently being developed in consultation with home-based care providers) will soon be added to the resource.

Q **Does *The Quality Journey/He Haerenga Whai Hua* include information specifically tailored for kōhanga reo?**

A The writers of *The Quality Journey/He Haerenga Whai Hua* consulted members of Te Kōhanga Reo National Trust about the approach to be taken in developing this resource. The Trust decided to further explore the concept of quality in relation to kōhanga reo, and it will continue discussions with the Ministry of Education.

Q **How can additional copies of *The Quality Journey/He Haerenga Whai Hua* be obtained, and is there a cost for those copies?**

A Additional copies of the resource are available from Learning Media Limited at the following address:
Customer Services, Learning Media, Box 3293, Wellington.
Email: orders@learningmedia.co.nz
Please be sure to include the following item number with your order: 23743. The cost for additional copies is $15.00 (+GST).

THE QUALITY JOURNEY
HE HAERENGA WHAI HUA

Improving Quality in Early Childhood Services

ED 022963

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Wellington

The Ministry of Education would like to thank Anne Meade and Anne Kerslake Hendricks, the developers and writers of *The Quality Journey/He Haerenga Whai Hua*, as well as all those in the education sector who participated in its development. Thank you also to Maureen Gillon of the Royal New Zealand College of General Practitioners. In the United Kingdom, Tina Bruce, Margy Whalley, and Cath Arnold made an invaluable contribution.

The development team visited many early childhood services, family day-care co-ordinators, and caregivers in Wellington and Auckland as they developed this resource. The Ministry thanks those services as well as educators at Vanessa, James Lee, and Eastwood nursery schools in London for kindly agreeing to being observed and informally evaluated. It also thanks the educators and children at Victoria University Student Creches and Te Whare Kōhungahunga Ahumairangi, who appear in the photographs.

Published 1999 for the Ministry of Education by
Learning Media Limited, Box 3293, Wellington, New Zealand.
Website: www.learningmedia.co.nz

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Dewey number 372.21
ISBN 0 478 23743 X
Item number 23743

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Revised Statement of Desirable Objectives and Practices (DOPs)

Teaching, Learning, and Development Indicators

Foreword
Kupu Whakatau

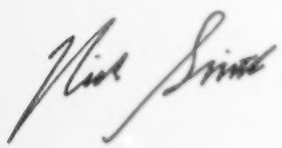
The Government has made early childhood education a top priority over the past decade. Funding has increased by 92 percent, or $149 million. 1150 new services have opened, and 45 500 more children are enrolled. The time is now right to focus on raising standards and quality. This is the first step to better rewarding those providers that can deliver higher quality.

The Quality Journey/He Haerenga Whai Hua outlines a framework for developing quality improvement systems in the early childhood sector. It is designed to involve management, educators, and parents/whānau in reviews of their services in order to evaluate and improve quality.

The document focuses on quality improvement systems and includes a tool for measuring teaching, learning, and development practices. The document will set new benchmarks of quality in the early childhood sector. I am confident that the sector can rise to the challenge as we raise the bar to ensure that our children get the best possible start to their education.

The early childhood sector is very diverse. This is not a weakness but a strength. However, it does make the process of setting clear quality benchmarks more difficult. We want to reward excellence, whether it be in a kindergarten, a playcentre, a kohanga reo, or a Montessori, Rudolf Steiner, home-based, or independent childcare service.

I know that the sector will make good use of the document and what it has to offer. Thank you for your support in striving for excellence in early childhood education.



Hon. Nick Smith

Minister of Education

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Introduction
Whakamōhiotanga

A high-quality early childhood service is one in which every day, for every child (regardless of ethnicity, gender, ability, age, or background), there are opportunities for thinking, play, excitement, and lots of interaction with adults. However, the search for high quality is a journey, not an arrival, so it is always a continuing challenge.

The Quality Journey/He Haerenga Whai Hua offers a helping hand along the road towards improved quality. It assists early childhood management and educators[1] to establish *quality improvement* systems. Such systems are centred on programmes of regular quality reviews.

High-quality early childhood services have structures and processes that effectively achieve partnership and satisfaction among adults and the best possible outcomes for children. They have procedures that minimise the tears and maximise the celebrations, setting children up for success and well-being in their later life. They take the shortest possible route through necessary administration and yet protect everyone by reducing the risk of painful or wasteful mistakes.

Quality improvement systems give services an opportunity to ask questions such as: "Are we doing the right things? Are we getting the right results? How can we do better? What could we be doing differently?" *The Quality Journey* addresses all these questions. Its purpose is to focus attention on and improve the "right things" for children. Working out what the right things for children's learning and development actually are and how to do them well involves ongoing attention and review.

In a diverse and multicultural society such as ours, the right things will vary depending on context. *The Quality Journey* acknowledges this fact. It provides services with enough detail to establish successful quality improvement systems and with enough flexibility to do so according to their own unique philosophies and goals.

The Quality Journey extends concepts and ideas found in the Revised Statement of Desirable Objectives and Practices (DOPs), *Quality in Action*, and *Te Whāriki*. In particular, it focuses on and develops the review process. An ongoing and integrated system of reviews is one of the keys to improving quality.

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[1] The term "educators" has been used throughout this resource in an effort to be inclusive of the range of situations and styles in the early childhood sector. It encompasses teachers, supervisors, co-ordinators, caregivers, and so on.

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The New Zealand scene

New Zealand society, through the Government, has made a statement about the "right things" for children in chartered early childhood services – the Statement of Desirable Objectives and Practices, commonly known as the DOPs. The guiding principles of the DOPs form one of the "touchstones" of any quality improvement system. These principles are about:

- working in partnership with parents/whānau[2] to promote and extend each child's learning and development;
- developing and implementing a curriculum that assists all children to be:
    - competent and confident learners and communicators;
    - healthy in mind, body, and spirit;
    - secure in their sense of belonging;
    - secure in the knowledge that they make a valued contribution to society.

The other touchstone of a quality improvement system is the principle of partnership inherent in Te Tiriti o Waitangi. Government acknowledges the unique place of Māori as tangata whenua in New Zealand and is committed to Māori education. Reflective questions that services can regularly ask themselves include:

- Are we supporting our Māori children well? How can we do better?
- Are we communicating and working in partnership with Māori in the community (parents/whānau, kaumātua, kuia)?
- Do we know the views of Māori on how our service is working?
- What can we learn from Māori values and beliefs in the context of our service?
- Do we understand the protocols of the local hapū/iwi?
- How can we effectively incorporate te reo and tikanga Māori into our daily experiences?
- Are we promoting non-discriminatory behaviour and cultural sensitivity in general?

These touchstones underlie all quality improvement systems and guide the review process. (See the diagram on page 10.)

Throughout *The Quality Journey*, suggestions are made that will help services to support Māori children. Suggestions for Pacific Islands services (which include ā'oga 'āmata, ākoga kamata, pūnanga reo, and so on) are also provided.

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[2] In this resource, the term "parents/whānau" includes the concept of 'āiga (the Samoan extended family and its supporting network) as well as similar concepts used by other cultures. Particularly in the case of Māori and Pacific Islands families, early childhood educators may find that they are working as much with grandparents, aunts/uncles, or brothers/sisters as with a child's parents.

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Structure and content of *The Quality Journey*

The first section of *The Quality Journey* explains what a quality improvement system involves and how to start developing one. It lays out each step that a service needs to take before carrying out quality reviews (which are at the centre of quality improvement systems).

The second section focuses on the quality review itself. It describes a cycle that services can follow to undertake such a review.

The third section introduces and describes a particular approach to evaluating practice in a review. In this approach, quality indicators are used as a measuring tool.

The fourth section presents examples of quality reviews, which are undertaken using different approaches. These examples are essentially small case studies. They provide concrete illustrations of many of the concepts in *The Quality Journey*. Services may find it helpful to refer to the examples as they move through the resource.

The fifth section presents a more extensive case study. It shows how one service undertakes its first quality review.

A glossary and a recommended reading list follow.

At the end of the resource, two separate sections are provided: the Revised Statement of Desirable Objectives and Practices (DOPs) and a measuring tool that services can use in their reviews.

Developing a Quality Improvement System

Undertaking Quality Reviews

Using Quality Indicators

Examples of Quality Reviews

Case Study of a First Quality Review

Glossary

Recommended Reading

Revised Statement of Desirable Objectives and Practices (DOPs)

Teaching, Learning, and Development Indicators

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Developing a Quality Improvement System

Te Hanga Tikanga Whai Hua

"There is no final destination to the quality journey, only movement in the right direction." (Williams, 1995, page 2)

Why develop a quality improvement system?

Experiences in New Zealand and overseas suggest that the benefits of quality improvement systems include:

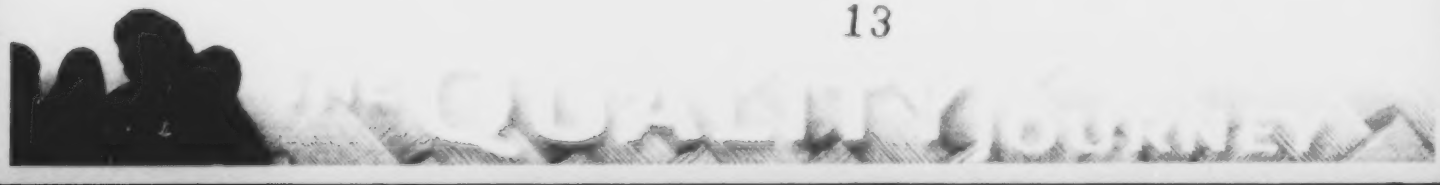
- ongoing quality improvements;
- positive outcomes for children attending a service;
- an increased sense of professionalism and satisfaction among educators;
- stronger parent/whānau understanding and involvement;
- joint effort by educators and management to achieve common goals;
- the ability to collect evidence of high-quality practices and the achievement of objectives;
- efficiency and consistency.

A quality improvement system is centred on an ongoing programme of quality reviews. These reviews examine core components in relation to set goals and/or standards.

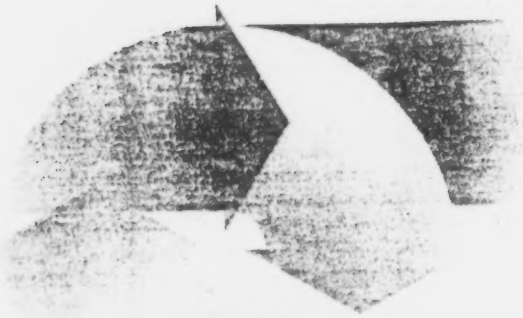
This section first introduces the core components (see page 10) that are examined in a quality improvement system. It then outlines how to start developing such a system by:

- establishing the foundations for reviews (including setting goals and planning a review programme);
- choosing a specific review topic.

The exact functioning of a quality improvement system will depend on the nature of the early childhood service, but every quality improvement system revolves around reviews of three core components.



FOUNDATIONS
- groundwork
- goal statements
- review programme



IMPROVED QUALITY

ONGOING REVIEWS OF CORE COMPONENTS
(see page 10)

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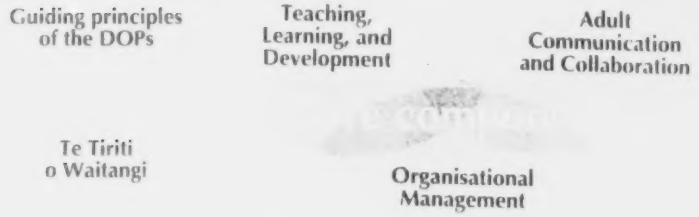
Core components

The three core components for review in a quality improvement system are:

- Teaching, Learning, and Development;
- Adult Communication and Collaboration;
- Organisational Management.



These components broadly correspond to the three main divisions of the DOPs, which provide the basic structure for reviews of quality. However, it is crucial to recognise that quality reviews go well beyond routinely checking that the DOPs are being implemented. They are based on evaluating how *well* services are performing within core areas of practice and have the specific aim of *improving effectiveness* through consolidating, changing, or abandoning aspects of a service.

Quality reviews also address effectiveness in areas not specifically pinpointed in the DOPs. The labels for the three core components convey the broad areas to be covered in reviews and the expectations about higher quality that are central to quality improvement systems.

Each of the core components will need to be broken down into specific topics for review. Services may focus on particular aspects that are consistent with their unique character. For instance, within the Teaching, Learning, and Development component, Māori-immersion services might focus specifically on the development and growth of te reo and tikanga Māori. An a'oga 'amata might likewise give special attention to the nourishment of the Samoan language.

Choosing specific topics for review will be covered in more detail on page 14. Before choosing a topic, however, services will want to ensure that they have good foundations for reviews in place. These include:

- a good organisational groundwork;
- goal statements for achieving high quality;
- a programme of reviews.

Establishing the foundations for reviews

Building on the organisational groundwork

Before beginning a quality review, it is important to ensure that a good organisational groundwork is in place. Chartered early childhood services will already have established:

- a statement of organisational philosophy/vision;
- organisational policies and objectives relating to the DOPs;
- organisational practices to implement and monitor policies and objectives.

Services may need to build on or adapt some aspects of this groundwork to match the structure and aims of their quality improvement system. For instance:

- guidelines for the quality improvement system may need to be written;
- the organisational philosophy and statements of policies and objectives may need to be modified so that they reflect the ongoing commitment to improving quality and are aligned more closely with the core components;
- specific records and recording procedures may need to be adjusted to cater for the ongoing process of reviews and their results;
- resources may need to be allocated differently so that more attention can be focused on aspects in need of improvement.

Some matters will need to be addressed before a first review, for instance, ensuring that recording and filing procedures are adequate. Other changes may come about as a natural part of working within a quality improvement system. For instance, a specific review may indicate that a philosophy or policy statement is no longer suitable for the service. This in turn will lead to modification of that philosophy or policy statement. (See the diagram on page 9.)

Two other important steps that services will need to take before a first review are setting goals to achieve high quality and planning a programme of reviews.

Setting goals to achieve high quality

As part of their preparation for reviews, it will help if services define and record goals for achieving high quality in relation to the core components. These goals will make it easier to identify areas that require review. Services can also compare their review results against these goals to see how well they are performing and where they need to improve quality.

Goals can be recorded in the form of a statement. Some suggestions for goals are provided below.

Teaching, Learning, and Development

Quality goals for this component could include:

- We will address the learning needs of individual children as well as groups.
- We will give children with special needs a true sense of belonging/mana whenua.

Adult Communication and Collaboration

Quality goals for this component could be:

- We will reach all those who need to know in a clear and timely manner.
- We will forge close and respectful relationships with parents/whānau and the wider community and build adult learning experiences.

Organisational Management

Quality goals for this component could be:

- We will ensure that policies, objectives, and practices are effective, efficient, and fair.
- We will build educator and management capabilities.

Goals will often make reference to the touchstones of quality improvement systems (Te Tiriti o Waitangi and the two guiding principles of the DOPs). Services may also want to add goals that are consistent with the nature of their organisation. Generally, services will consult with parents/whānau (particularly local Māori and Pacific Islands communities) to receive their input and agreement on these goals.

Setting goals will be complemented by formulating a programme to ensure that each core component is addressed within an agreed time frame.

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Planning a programme of reviews

In a quality improvement system, the review programme needs to be planned and systematic. Although review topics will often develop from a significant issue that has arisen or from a change in the service, reviews are best seen as an integral part of a service's life. This entails a planned programme to ensure that all components are reviewed over an agreed cycle of time (for example, a four-year period).

Example of a programme of reviews

Component	Year			
	2000	2001	2002	2003
1. Teaching, Learning, and Development	✓	✓	✓	✓
2. Adult Communication and Collaboration		✓		✓
3. Organisational Management	✓		✓	

The review programme will need to be flexible. From time to time, issues and concerns relating to components other than those planned for are likely to arise. If these issues require more urgent attention than those originally pencilled in for review, the review programme will need to be adapted.

Because the Teaching, Learning, and Development component is complex and broad in scope, it is a good idea to plan for yearly reviews of this component, as shown in the above table.

When the foundations for reviews (including goal statements and a planned programme of reviews) are in place, a specific review topic can be selected.

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Choosing a topic for review

In selecting a topic for review within one of the core components, it is important to involve all those who may be affected by or interested in the changes that could result from the review. Ideally, the topic will be a relevant and real issue – one that is of ultimate benefit to children and their parents/whānau. The stimulus for choosing the topic could be:

- a need to know "What is going on here?" in relation to a component, as a result of educators' observations;
- a problem that seems to be symptomatic of a wider issue;
- concerns raised by parents/whānau.

A topic is often stated as a question, which the review process will answer.

Determining the scope of the topic

Sometimes, DOPs statements can provide a basis for review topics. However, topics should not be so narrow in scope that they require only a yes/no answer or provide only surface information. When selecting review topics, services will want to ask themselves what sorts of reviews are most likely to give useful information about the broader component. By their completion, good reviews will have identified real areas for improvement and specific ways to achieve that improvement. The benefits of the improvements will be felt in other areas of the component as well.

On the other hand, too broad a topic will be difficult to review. It will be hard to pin down the issue, to measure practice, and ultimately to understand situations. To help in narrowing down a topic within each component, it may be useful to ask whether an issue or problem falls into the category of structures, processes, or outcomes (SPO). In other words, the SPO classification system can be used as a "tool" for breaking down a component into topics.

S

P O

- **Structures (S)** – the material and human resources that make up the service;
- **Processes (P)** – how early childhood education is carried out;
- **Outcomes (O)** – what happens to children and their parents/whānau as a result of what services do.

For example, a structure topic for the first component (Teaching, Learning, and Development) might relate to educator qualifications. A process topic might relate to strategies for including all children. An outcome topic might relate to the extension of children's thinking.

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Addressing the needs of Māori

Services will also need to ensure that they include review topics about whether they are effectively addressing the needs of Māori children and whānau. Below are some specific suggestions for review topics focused on Māori:

- Are we effectively incorporating te reo Māori me ōna tikanga in learning experiences?
- Do we show respect for Māori protocols and ways of handling routines?
- How effectively do we use the natural environment in programmes, as demonstrated by kuia and kaumātua?
- To what extent do we involve whānau in curriculum and assessment processes?
- Are we effectively communicating with whānau about the learning and development needs of their tamariki?
- How do the service's philosophy, policies, objectives, and practices reflect the unique place of Māori as tangata whenua?

Services that cater for children of Pacific Islands ancestry may adapt the above topics so that they are consistent with their own needs and goals. They might look at how well they are fostering home languages and meeting the bilingual aspirations of families, how well they are communicating with the Pacific Islands community, and how well their philosophies and other organisational statements reflect the beliefs and values of the cultural groups present.[3]

With a topic in hand, a service can begin the process of reviewing quality. The next section, Undertaking Quality Reviews, is dedicated to that process. It proposes a cycle of steps for quality reviews.

[3] For more ideas about review topics, services can refer to the early childhood sections of *Developing Programmes for Teaching Pacific Islands Languages* (Ministry of Education, 2000). This is listed on page 65 in the Recommended Reading section.

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TE WHARIKI WHAI HUA

Undertaking Quality Reviews

Te Whakahaere Arotake Whai Hua

This section outlines a suggested cycle that early childhood services can follow for their quality reviews. (In the diagram on page 9, the review cycle is shown as "ongoing reviews of core components".)

The process of reviewing and improving each component (or rather each specific topic within the component) is described here as steps in a cycle. In reality, the order of the steps may vary at times, or some steps may occur simultaneously. The cycle that this resource suggests for quality reviews is the Plan > Do > Study > Act (PDSA) cycle.[4]

The examples of quality reviews on pages 28–50 and the case study on pages 51–59 illustrate the concepts involved. Readers may find it helpful to refer to them as they move through this section.

Plan

- Prepare for the review.
- Choose an approach.
- Set standards.

Do

- Gather information.

Study

- Analyse and evaluate results.
- Recommend future actions.
- Document and share findings.

Act

- Affirm, change, or abandon aspects (policies, objectives, or practices) to improve outcomes.
- Monitor actions.

[4] This cycle is an adaptation of Shewart's quality tool for learning and improvement, commonly known as the PDSA cycle. It differs slightly from that suggested in *Quality in Action* (page 71) but covers the same basic steps and principles.

The Study step in the review cycle may indicate that a significant change is necessary. The change will require its own planning, implementation, and monitoring (all part of the Act step). The results of the change may then need to be reviewed and evaluated. In other words, they may become the ready-made topic for another review cycle of planning, doing, studying, and acting.

Each step in the PDSA cycle is explained in the following pages.

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Plan

Once a topic is selected for review, management and/or educators will need to pin down the details of exactly how they will undertake the review. They'll need to ask themselves why, what, who, and how. Questions that services might reflect upon to help clarify the details of the review are listed below. Two key aspects related to them (choosing an approach and setting standards) are then outlined.

- What specific information do we need to collect in this review, and what approaches might be used to gather it? Do we already have a tool for measuring our practice in relation to this topic, or do we need to design one?
- Who do we want to consult about how the review might be undertaken (parents/whānau, kaumātua/kuia, local Pacific Islands communities)? Are there any cultural and/or other factors that we need to consider?
- What are the standards (expected levels of quality) that our service wants to meet in relation to this topic?
- Who will be included in the review process, both in the review team and as the participants? Are we able to achieve a balance of gender, culture, and age in our review team and group of participants so that we lower the risk of bias?
- How will the results be analysed and evaluated?
- How might the findings be documented and communicated?
- What time frames are feasible for the different stages of the review?

The answers to these questions form a plan for the review and will need to be documented. A central aspect of this planning phase is choosing a review approach. (Standards will often then be set on the basis of that approach.)

Choosing an approach

Choosing an approach to a review can be one of the more challenging aspects of the planning phase. It involves deciding how information will be gathered and measured and, in some cases, what measuring tool will be used. The approach will depend on the type of early childhood service, on the nature of its community, and on the review topic. (The examples of quality reviews on pages 28–50 show a range of approaches used for different purposes.)

The review approach should:

- be appropriate for the topic under review;
- be appropriate for the community;
- be valid and reliable;
- allow practice to be measured easily and in a cost-effective way.

The approach will determine whether the information collected is *qualitative* (captured through documentation of observations and experiences), *quantitative* (measured by numbers, by ratings along a scale, or by rankings), or a combination of both.[5]

At times, appropriate measuring tools will already exist,[6] and services can make the best use of these. Sometimes, though, a service may need (or want) to design its own. The examples of reviews on pages 30–32 (topic 1.1) and 42–45 (topic 2.2) show how two services have done this.

Before it enters the measurement phase (the Do step of the PDSA cycle), a service may also want to agree on some standards for the review. If evaluation of data later indicates that the standards have not been met, then appropriate changes will need to be made.

Setting standards

Standards are the levels of quality that a service expects to meet in a specific review.

If the approach determines that the information will be qualitative (for example, written observations), the standard will be to do with the *weight* (*amount*) and/or the *consistency* of evidence. The process of evaluating whether enough evidence is there to show that the standard has been met will involve examining and comparing data from several sources.

In the case of quantitative data (for instance, when practice is measured on a rating scale), the standard might be expressed in number terms. It might state that 80 percent of the ratings must be "high quality" for practice to be considered acceptable.

At the end of this section, after explanation of the Study and Act steps in the PDSA cycle, a particular approach to measuring practice will be outlined. That approach involves the use of quality indicators and will look further at the question of standards (see page 25).

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5 The Glossary on page 60 provides more detailed definitions of qualitative and quantitative data.

6 Measuring tools can be found in the Recommended Reading section on page 64, for example, that by Abbott-Shim and Sibley (1997), those by Harms and Clifford (1990, 1989, and 1980), and that by Mitchell (1991).

Do

The Do step in the cycle involves gathering information. The review approach chosen will largely determine how this will occur. Information-gathering methods might include:

- informal conversations;
- planned "focus-group" discussions (for example, in the context of a hui or fono of people connected with the service);
- interviews;
- questionnaires/surveys;
- observations of behaviour and action;[7]
- analysis of formal reports (for example, reports to monthly meetings).

Sources of information may include:

- educators, management, and parents/whānau;
- children (usually through observations);
- records or completed forms in the service's files (for example, minutes of meetings, children's portfolios);
- ERO reports;
- statistics published by community or government agencies.

It is important to ensure that only relevant information is collected and that the most appropriate methods are used. Questionnaires/surveys have the advantage of being able to reach a broad range of people, some of whom may be widely dispersed (particularly in the case of home-based services). Interviews, observations, focus groups, hui, and informal discussions can expand on brief information and probe for explanations.

It is also important to consider what methods will make people feel most comfortable. In some situations, a hui or fono may be most appropriate (for instance, when Māori or Pacific Islands groups are closely involved in the review process).

[7] There are many approaches to observing behaviour and action. This resource has chosen to follow through on one particular approach that involves the use of quality indicators (see page 25).

Good practices for those gathering information include:

- avoiding bias and ambiguity (for example, by checking that wording is impartial in questionnaire and interview questions);
- ensuring that everyone (or at least a cross-section of the target group) has an opportunity to be heard or observed and that they feel comfortable with the process;
- being sensitive to cultural norms (for example, by consulting with parents/whānau, elders/kaumātua, and local Pacific Islands communities);
- ensuring that the provisions of the Privacy Act and of the service's privacy policy regarding the collection, storage, and use of information are met at all times.

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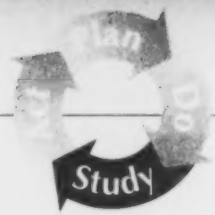
Study



The Study step involves analysing and evaluating information, recommending future actions, and reporting on findings.

Analysis

The information to be analysed is likely to be *qualitative* (captured through documentation of observations and experiences) or *quantitative* (measured by numbers, ratings on a scale, or rankings). In some cases, the results will consist of both qualitative and quantitative data. Whatever the situation, both professional knowledge and subjective judgment are used to interpret the information. As far as possible, the review team should try to "stand outside themselves" when analysing data so that their own biases do not distort the results. Depending on the topic, a review team might look for:

- themes that are commonly expressed;
- aspects (such as structures or processes) that are/are not working;
- outcomes for children that are/are not being achieved;
- implementation/non-implementation of policies, objectives, or practices;
- anticipated future issues and trends.

Evaluation

Before recommending the next actions, a review team will need to reflect on the results and try to form conclusions. This is the evaluative phase. The review team will compare the results with the service's overall goal statements for the component. They will also refer to the touchstones of quality improvement systems (the guiding principles of the DOPs and the partnership principle in Te Tiriti o Waitangi) if goal statements do not already include these. If the team set specific standards to be met in the review, they will also compare the results with those standards.

This reflective process will reveal whether a service's practice in relation to the topic needs to be improved.

Reflective questions that will help in the evaluation include:

- Have we met our standards for this topic?
- How does our practice compare with our overall goal statements for this component?
- Have the policies, objectives, and practices for the component under review assisted children to become:

- competent and confident learners and communicators?
- healthy in mind, body, and spirit?
- secure in their sense of belonging?
- secure in the knowledge that they make a valued contribution to society?

- Can the relationships between adults (including management, educators, and parents/whānau) be accurately described as supportive partnerships?
- Are we effectively supporting Māori children (as well as children of other cultural groups)?
- Are we promoting non-discriminatory behaviour and cultural sensitivity in general?
- What changes to policies, objectives, and practices might improve our service?

Answers to such questions will often lead directly to recommendations, sometimes taking the form of an action plan that lays out intentions and priorities. At other times, reading or talking with people about related reviews or research will be necessary before ways to improve quality reveal themselves.

Reporting on findings

A report is useful to describe and share findings. Some readers will have little knowledge of the review, so it is important to give all key information while keeping the report brief and easy to understand. Review reports usually include:

- an outline of the plan for the review;
- a brief description of the information-gathering and analysis steps;
- a summary of the results, evaluation, and recommendations (without breaching privacy provisions).

If information can be presented in tables or charts, it is a good idea to do so. Examples of qualitative information (for instance, what people said) may help to illustrate good features or shortcomings, significant issues, and reasons for recommending future actions. (Once again, it is important to consider privacy provisions.)

Services might ask themselves who will be interested in the report. They may need to adapt it for different audiences. For example, a management committee could require the written document, but findings might be shared with parents/whānau through a summary presented on charts, with features such as dialogue bubbles to clarify information. This could be done in the context of a hui or fono, where parents/whānau have the opportunity to ask questions and discuss results. Such charts could also be hung on noticeboards later.

Not all parents/whānau will speak English fluently. Some information may need to be translated (for example, into Pacific Islands languages).

Act

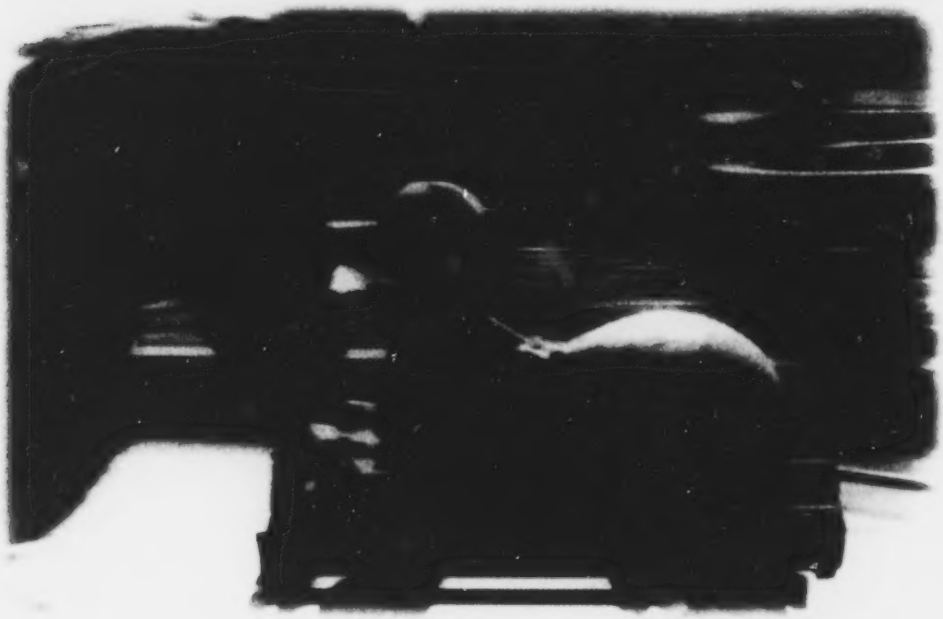
This step in the review cycle involves acting on findings and recommendations and then monitoring those actions. Ideally, these actions will:

- affirm the aspects shown to be strengths;
- modify the aspects shown to need improvement;
- abandon any aspects shown as unhelpful and/or damaging.

The aspects may be structures, processes, policies, objectives, or practices. Sometimes, actions can feed back into the written foundations of the quality improvement system (see the diagram on page 9). For instance, results may indicate that statements of philosophy and/or policies and objectives are inadequate. These statements will then need to be revised. The improved documents will provide an even better footing for future reviews. Other recommended changes may need attention at the level of an umbrella organisation.

A decision that a change is needed will normally lead to planning, implementing, and monitoring that change (all part of the Act step). Once again, key details will need to be documented and shared with parents/whānau and the local community. The results of the change may then need to be evaluated and could become the topic of the next review, leading into the PDSA cycle once again.

And so the quality journey continues ...



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Using Quality Indicators
Te Whakamahi i Ngā Tohu Whai Hua

This section outlines one particular approach to gathering information and measuring practice in a quality review. The approach involves developing and using quality indicators. The self-contained booklet at the end of this resource provides a measuring tool that is based on this approach and that can be used for reviews of the Teaching, Learning, and Development component. If they want to, services can use the information in this section to help them develop further tools for the other two core components or for other aspects of the Teaching, Learning, and Development component.

Services will not necessarily use quality indicators to measure every component or review topic. Depending on the topic, other appropriate tools may already be available, and services can draw on these for their quality reviews. (Some of these other tools will be introduced in Examples of Quality Reviews on page 28.) However, developing quality indicators is a valuable activity, and the reflective process involved can reveal insightful information even before the indicators are actually used to measure practice. This section leads interested services through the process of developing quality indicators in a step-by-step fashion.

What are quality indicators?

In the context of a quality review, quality indicators break a topic down into significant behaviours and actions that can be measured more easily. They are written statements that describe positive behaviours and good outcomes in relation to the topic. Practice is measured against these statements.

Developing quality indicators

An example will provide the best illustration of how to develop quality indicators. We will assume that the topic of a service's review is based on DOP 1(a):

"Are educators' relationships and interactions with children responsive, reciprocal, positive, and encouraging?"

Developing quality indicators involves asking:

- What exactly does this topic mean?
- What sorts of situations or behaviours would best indicate high quality in relation to this topic?

It is a good idea to involve parents/whānau in answering these questions. In this example, answers could be:

- educators are attuned to children;
- children's actions demonstrate that they trust educators to respond in a positive way;
- educators express sincere interest in what children are doing and thereby affirm them and build their self-esteem;
- educators demonstrate affection for children.

These would be the quality indicators for the topic.

Note: Quality indicators have been developed for DOP 1 and are presented as the Teaching, Learning, and Development Indicators in a booklet at the end of this resource. These indicators can be used to review the "adult/child interactions" aspect of the first core component. The case study on page 51 shows how one early childhood service develops quality indicators to review the effectiveness of communication between educators and parents/whānau.

Measuring practice with quality indicators

Practice is measured against, or by comparison with, the quality indicators.

There are various ways of doing this. Often, measurement involves a scale that shows a gradation from high quality to low quality (see below). Scores are given according to this scale and provide *quantitative* information for later analysis. Results can be to do with how *often* people demonstrate the behaviour (always, sometimes, never), what *proportion* of people demonstrate the behaviour (all, some, none), or what *amount* of evidence is present (strong evidence, some evidence, no evidence).

Note: Sometimes, scoring guidelines will help people to decide where on the scale practice sits. (These guidelines generally offer more specific examples of behaviour.) At other times, the people rating the practice can list their own examples to justify the scores they give. In the self-contained measuring tool provided at the end of this resource, scoring guidelines are included.

High	Medium	Low
(for example: always, all, strong evidence)	(for example: sometimes, some, some evidence)	(for example: never, none, no evidence)

Quality indicators can also be used as a basis for collecting *qualitative* information about practice. In other words, people can record descriptions and observations in relation to the indicators. (See the examples on pages 30–35 – topics 1.1 and 1.2.)

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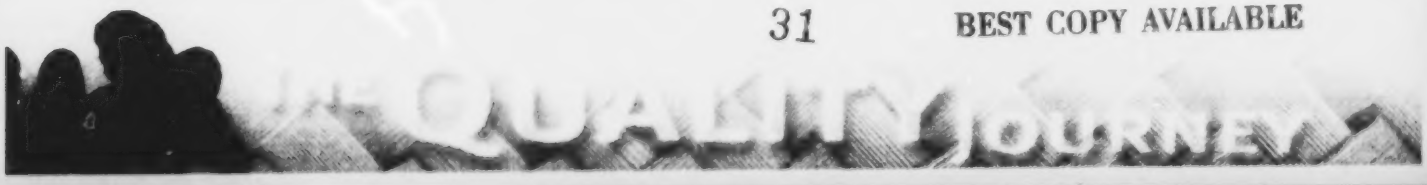


Setting standards

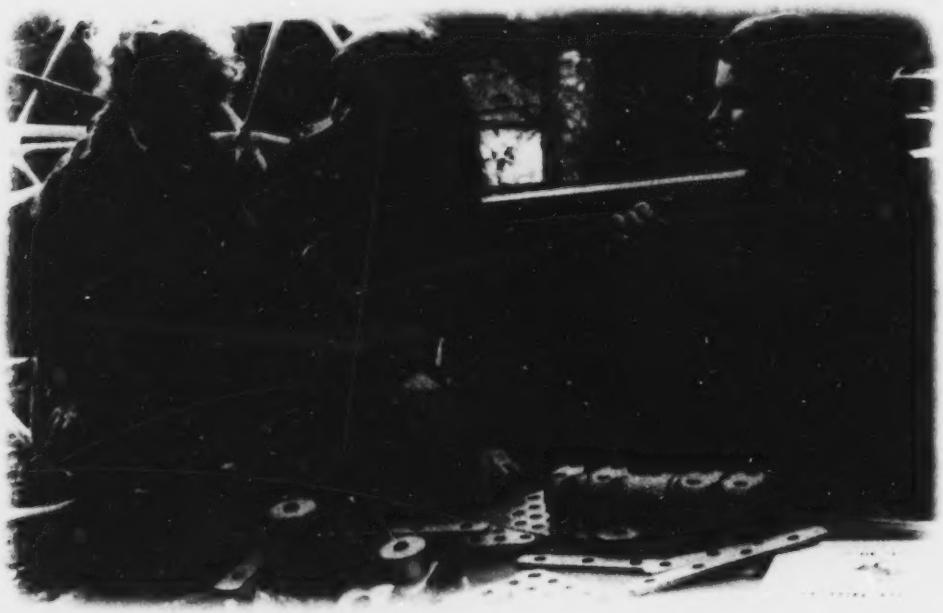
Before using quality indicators to measure practice, a service may want to determine its own standards (expected levels of quality) for the topic and against which it will evaluate results of the review. This will help the service to decide whether and how it needs to improve its practice.

When the information is to be largely quantitative (for example, when it involves ratings along a scale), a standard is likely to lay out how many high ratings are required for practice to be considered acceptable. For instance, a service might decide that 75 percent of the ratings must be at the high-quality end of the scale. They may also decide that any indicator consistently rated below the midpoint of the scale will be the focus of extra attention and monitoring. Once again, such decisions are best taken through consultation with parents/whānau.

When using quality indicators to collect qualitative data (for example, observations and descriptions of practice) rather than to rate practice along a scale, the standard will generally require that high-quality practice (as defined by the indicators) is confirmed from several sources/perspectives.

Evaluating the results (by reference to the goal statements and/or touchstones) will show whether standards have been met and, in turn, whether changes are necessary to improve practice.

The next section provides examples of quality reviews that use other approaches to measuring quality.



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Examples of Quality Reviews

Ētahi Tauira Arotake Whai Hua

This section provides examples of quality reviews that are carried out using different *approaches*[8] – that is, different ways of gathering data and, in turn, of measuring and evaluating quality.

The examples are grouped in three sections that correspond to the three core components of a quality improvement system:

- Teaching, Learning, and Development (page 30);
- Adult Communication and Collaboration (page 40);
- Organisational Management (page 46).

Four examples are given for the first component (more than for the others since this component's scope generally necessitates more reviews), two for the second, and three for the third.

Each example first identifies (in the following order):

- the specific topic under review;
- the review approach.

The example then outlines how each step in the Plan > Do > Study > Act (PDSA) cycle was carried out. We enter each process part way through the planning phase, when an appropriate approach to the review has already been established.

8 For further ideas on approaches, it may be a good idea to consult with educators and parents/whānau who are carrying out research. Services might also refer to resources on doing research and/or evaluation. Some can be found in the Recommended Reading section on page 64, for example, that by Bell (1993) and that by Laevers (1994).

Services can "pick and mix" from the examples, adapting approaches to suit their needs. Some examples describe situations when an external evaluator has been brought in to help with a quality review.

Essentially, the examples given in this section are small case studies. A more extensive case study for the Adult Communication and Collaboration component is provided on page 51.

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Reviews of Teaching, Learning, and Development

Topic 1.1 – Are we addressing the special requirements of infants, toddlers, and young children?

Approach – Developing quality indicators about educator/child interactions and recording events in relation to these indicators

Plan

The review team, consisting of educators and parents/whānau, work together to develop quality indicators for this topic. As a base, they use information from *Te Whāriki* on infants, toddlers, and young children.[9] A number of indicators are developed. This case study follows through on the three listed below.

Infants:

- Educators respond promptly to infants when they express a need for attention.

Toddlers:

- Educators provide safe opportunities for toddlers to explore and express their creativity.

Young children:

- Educators provide opportunities for young children to participate in pretend/imaginative play so as to explore their own and others' identities.

Instead of using a scale to rate practice in relation to the indicators, the team decide that they will collect mainly qualitative (descriptive) data. They create a recording sheet for each indicator (see page 32) and plan to collect observations of relevant events on each sheet. Every alternate hour, adults connected with each age group will take five minutes to observe interactions, jotting down notes about relevant events. They will continue to do this for one month.

The team realise that they will have to agree on certain definitions, for example, what responding "promptly" means. (In this case, they settle on a slow count to ten, reminding themselves to break out of the observer role if infants are at risk of harm.) They also discuss standards for the review. They decide that 95 percent of infant calls should have a prompt response. It is more difficult to set standards for the qualitative data expected for the other two indicators, but they hope to see a lot of creative and play opportunities provided for toddlers and young children.

[9] See pages 22–25 of *Te Whāriki* (Ministry of Education, 1996).

Do

Over the next month, observers gather information for the first five minutes of every second hour (alternating indoors and outdoors) on Mondays, Wednesdays, and Fridays. During this process, they decide to simply keep tallies of infant calls for attention and educator responses. It is difficult to record more because too much is going on; they often need to step out of the observer role and respond directly to infants' needs. The recording sheets for toddlers and young children, on the other hand, have more room for qualitative (descriptive) data. A parent volunteers to do some observations of toddlers during the busiest times of the day.

Study

Analysis of the results reveals the following:

- One educator is responding to infants' calls for attention at a significantly slower rate than other educators, but otherwise the standard is being met.
- Educators are providing few creative opportunities for toddlers, and one toddler in the group is not participating in the opportunities that are being provided.
- Many play topics are being chosen by young children (often different ones by boys and girls), but educators mostly take an observer role.

In other words, educators are performing well below expectations in relation to toddlers and young children. An unexpected finding is the number of discriminatory comments made by children.

The team compare these results with the service's goal statements for the Teaching, Learning, and Development component. They also refer back to the partnership principle in Te Tiriti o Waitangi, particularly in light of the finding about discriminatory remarks. They ask themselves what they could do better to improve outcomes for all children. They make recommendations about giving more attention to the areas shown to be weak, and they report on findings to the wider community at the next Family Night.

Act

- The supervisor does follow-up professional development with the educator shown to be responding more slowly to infants.
- The toddler team begin to focus on providing more opportunities for toddlers' creativity. Educators also give extra support to the child who has not been participating.
- More attention is given to planning the educators' role in young children's imaginative play. Educators listen more carefully for themes in the children's talk so that they can better anticipate play and then involve themselves in it.

In response to the finding about discriminatory behaviour, the review team seek advice from books, parents/whānau, and specialist advisers. Educators begin to do role-plays about how to challenge children's discriminatory behaviour, giving peer feedback as they go.

The team monitor the actions and report on them to parents/whānau through a newsletter.

A term later, they decide to review the topic again, using the same approach. They enter the PDSA cycle once more. The results show that improvement has occurred in nearly all areas. However, some children are still behaving in discriminatory ways. This becomes the topic of a more detailed quality review.

Below are sample sections of the forms used to record interactions between educators and children.

Infants – Calls for Attention

Type of call and by whom:	Prompt response by:	Lack of prompt response by:
1.		
2.		

Toddlers – Creative Opportunities

What was the creative opportunity?	Who provided it?	Who joined in?
1.		
2.		
Other observations of interactions:		

Young Children – Opportunities for Pretend/Imaginative Play

What sort of play was it?	Who joined in?	What was the adult's role?
1.		
2.		
Other observations of interactions:		

Topic 1.2 – Are our teaching practices (indoors and outdoors) stimulating children's thinking?

Approach – Self-study using two quality indicators from the Teaching, Learning, and Development Indicators

Plan

The review team (in this case made up of all educators) decide to do some individual self-study in relation to the topic and then share their findings. For one week, educators will spend five minutes each hour reflecting on their practice of the past fifteen minutes.

As a starting point for their self-study, they will use the examples of both high-quality practice and mainly low-quality practice given for topic 1(b) of the Teaching, Learning, and Development Indicators (see the booklet at the end of this resource). They will focus on the examples that relate to stimulating children's thinking and having meaningful discussions. They create an observation book that gives examples alongside blank observation forms. In this book, they will record things they do that are equivalent to high-quality and mainly low-quality practice. They will also note "with whom" if possible.

For each self-study record, the team expect to see at least one event that demonstrates "sensitive stimulation of thinking" and one that demonstrates "meaningful discussion". They also expect results to show similar performance indoors and outdoors.

Do

The team manage to follow their plan except on a day when self-study outside is interrupted by rain. It is also hard to make notes when tidying up and talking with parents/whānau, so quite a few late-morning observation records are missing or sketchy.

Study

At a staff meeting, the team make a chart to analyse the results according to the service's indoor and outdoor areas. The chart shows a summary of both their high and lower quality practices alongside the different areas of the service (see page 35).

The chart reveals that educators are doing far less than expected in relation to the topic. It also reveals that they are better at extending children's thinking and language outdoors than indoors (where lots of time is spent on "housekeeping"). Outdoors, educators provide more challenges, have more problem-solving discussions, and create more opportunities for children's projects to be continued the next day. There is also less "making things to suit adults".

It also becomes apparent that meaningful discussions occur most when educators dress children after naps. There are few otherwise, which is a stimulus for thought. The team ask themselves how often they actively listen to individuals when with a group. One educator finds that she has few examples of high-quality events and often chides children, using instructions such as "Do" and "Don't".

The team then choose to do some analysis by gender. They add crosses to the chart alongside the summary notes that apply to girls. This shows that girls are more likely than boys to interact with educators in ways that stimulate their language and thinking.

The team reflect on these results in relation to the guiding principle of the DOPs that refers to supporting *all* children. They also refer to their goal statements for the component. The findings make the team very self-critical. They decide it is time for a comprehensive transformation.

The team agree that they will start by leaving some work-in-progress out from day to day, especially inside. They plan to spend more time working with children on their own projects and less time tidying (while still keeping the environment pleasing). The review findings and recommendations are presented to the committee.

Act

The educators put their plans into action. To improve opportunities for thinking and discussion, they start to:

- spend more time with individuals and small groups, really listening to them at every opportunity;
- look at better ways of working in partnership with children;
- focus on responding to the boys' needs as much as to those of the girls;
- plan and evaluate more, creating serious (not "snatched") adults' thinking time. (Space, food, and a whiteboard are provided.)

They soon become more conscious of children's interests, noting in particular that a new storybook, *Māui and the Sun*, is generating lots of discussion. The children want to know more about the sun making night and day. The educators decide to clear a space and transform it into the context of the story. This triggers a lot of talk with the children about how to represent night and day. An educator brings in some dark blue, filmy material and some yellow fabric. The children arrange the area and act out the story day after day. Educators join in, sometimes introducing non-fiction books to extend children's thinking. A parent also comes in to tell about the Tokelauan names of the nights.

Later in the year, the team decide to review the same topic in the same way. They find that teaching practices have greatly improved, and they are motivated to do more.

Below is the chart outline used to analyse findings by area.

Area	High-quality practices	Mainly low-quality practices
Indoors area A		
Indoors area B		
Indoors area C		
Outdoors area A		
Outdoors area B		
Outdoors area C		

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Topic 1.3 – Is the Communication/Mana Reo strand of our curriculum catering for the needs of all children?

Approach – Assessing children's communication skills using a four-point measuring scale

Plan

A sessional service has decided to base its topic on DOP 5(d). The review team (made up of a group of educators) decide to observe and assess children's communication skills on a four-point scale created in collaboration with their professional development adviser. The scale rates children as either "beginning", "developing", "competent", or "advanced" with respect to particular skills. The review team is interested in children's verbal and non-verbal communication skills and in their understanding about print.

They decide to do the assessments at the beginning and end of the term, starting with four-year-olds in the first term. The communication skills of bilingual children will be assessed in both English and their mother tongue.

The team's standard is that, by the end of the term, no four-year-old should be assessed as "beginning" in their communication skills and that only 10 percent should have a beginning understanding about print.

Do

The review team observe the communication of all children in the four-year-old session.

The four points on the measuring scale are associated with particular communication skills and understandings, and the team use their observations to decide where to place children along this scale. They document their assessments. Alongside the final ratings, they add a brief description of each child's current skills and understandings.

Study

When analysing the end-of-term results, they find that:

- all but two children are "developing" or better in their verbal and non-verbal communication skills (which is good news);
- the Māori children are often "advanced" in their non-verbal communication skills but have little knowledge of print;
- a number of Pacific Islands children have some familiarity with print but in their own language rather than in English;
- a significant number of children are still at the "beginning" stage in their understanding about print.

The team consult with their professional development adviser to find out whether she knows of people and books that they can refer to for ideas on improving understandings about print. After speaking to various people and finding out more, they come up with a variety of strategies (see the Act section below) for enhancing understandings, and they decide to try them out. They conclude that all children will benefit if educators do more to demonstrate the value of print.

The team specifically reflect on the need to ensure that their curriculum provides suitable opportunities for Māori and Pacific Islands children. They are determined that they will not fall into the trap of inappropriate "direct instruction". Rather, they will create lots of opportunities for children to do "mark making" and to "read" numbers and text in their play. The team will also try to involve parents/whānau more so that they can support their children's development.

They report on their findings to parents/whānau and communicate their intentions.

Act

The team:

- create a print-rich environment by labelling things around the service, particularly in te reo Māori and in English but also in Pacific Islands languages;
- write records in front of the children;
- accept children's mark making with enthusiasm and without correcting it;
- invite parents/whānau to sessions and ask them to read and tell more stories, including fāgogo;
- weave more reading and writing into activities and projects (for instance, by placing the words of a popular Māori waiata on a wall chart in the music area);
- encourage children to get help from parents/whānau to write their names for display on the wall. (Children with "two names" – for example, with a Māori and an English name or with a name written in another script – are encouraged to bring both.)

The team monitor these strategies. Educators become more enthused as more and more children develop an interest in print. They decide to do another review after a term, using the same method but focusing specifically on understandings about print.

The team find that they have far more "developing" or "competent" scores after this review. The team write up their review findings and share them with other services at a professional development day. They also make two summary charts (excluding names) to share with parents/whānau, showing the progress that has been made. Educators discuss assessments of individual children during meetings with parents/whānau later in the month.

Topic 1.4 – Are we extending and enhancing children's sense of themselves as competent learners?

Approach – Collating and examining children's portfolios and other existing records

Plan

The starting point for this review is DOP 4(d). A service's review team (made up of educators and committee members) are not certain how "enhancing children's sense of themselves as capable people and competent learners" can be measured, so lots of discussion occurs. Parents/whānau are invited to participate.

The team ultimately agree to review the topic by using children's own "voices" as much as possible, tapping into all sorts of records around the service for a whole term. The topic will also be added to the next Parents' Night agenda so that more parents/whānau can discuss ways of helping children to see themselves as capable people and competent learners.

The team would like to develop a measuring tool as they go and then use it for later reviews.

Do

The service has a practice of keeping a portfolio for each child. The contents include observations, artwork, and photos. Some parents/whānau contribute content when the portfolios go home from time to time.

During the review, these portfolios are maintained more regularly than usual, by parents/whānau as well as educators. Photos are taken more often. Records of who has used which books or tackled special maths-related challenges are also made more systematically. Key workers keep copies of artwork in the portfolios. Each Friday, they gather together all mentions of individual children from different records. At least two running records are done per child over the term. Notes of educators' discussions with parents/whānau are also collected.

Study

Each key worker analyses the records of individual children to see how they have shown confidence in their abilities. The team also get together to discuss these analyses. They decide that some indicators of confidence could be:

- children showing a deep interest in topics;
- children progressing in their understanding (for example, in their working theories about people, places, and things);
- children developing strong and positive dispositions for learning (for example, being persistent in the face of difficulty).

The review team conclude that previously they did not know enough about what children felt about themselves. Most children seemed to have a positive view of themselves as capable people, but educators had little evidence to back up their impressions.

The team decide that they need to keep up the practice of collecting more records as it gives a more useful picture of children's learning and development. They will analyse the records at least three times each year for evidence of children's deepening interest or understanding or for evidence of positive dispositions for learning. They will then act on what they find.

Act

These decisions are put into action, and the team monitor them.

As a result of the new practice, discussions between parents/whānau and key workers about children's confidence and capabilities become longer. Notes about the discussions are included in service records. Portfolios convey richer messages about learning and development, with parents/whānau contributing to them regularly. Records become more fun. Analysis becomes part of practice. As time goes on, clipboards are also put up in more areas so that notes about children's interests can easily be made.

In response to parent/whānau interest in their children's learning, the service decides to add an organisational policy. This states that some educators will always be available to speak with parents/whānau for fifteen minutes after each session.

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Reviews of Adult Communication and Collaboration

Topic 2.1 – Do we communicate effectively with parents/whānau and the wider community, particularly Māori? Do we know what they expect of us, and do we respond effectively?

Approach – Keeping journal records of communication with parents/whānau and hapū

Plan

The review team decide that the best indication of satisfaction on the part of parents/whānau and the wider community (hapū/iwi) is a good cross-section of the community being proactive in contacting the service. The reasoning is that if the community do not feel respected, they will keep contact to a minimum.

The team decide to keep records of informal and semi-formal contacts with parents/whānau and the wider community. They agree to do this systematically for six months. During the analysis, they will pay particular attention to contact with Māori, comparing results with their goal statements about adult communication and collaboration.

Do

In a journal, "stories" about daily communication are written. These include records on:

- a mother's visit to tell educators about childcare plans for when she goes into hospital to give birth;
- contact with a Cook Islands family about the forthcoming arrival of relatives from Rarotonga;
- a kaumātua's visit to discuss his concerns about settling a mokopuna;
- visits by people to share pizza lunches (and the discussions with those people);
- a hui held in the local kura kaupapa Māori (and the expectations stated at it).

Study

The team study the journal each month to see what groups of people are in contact. At the end of each term, a summary of the analysis is added to the journal. The records indicate that the service is not measuring up to its own goals in relation to contact with Māori (and is correspondingly not meeting the partnership principle embodied in Te Tiriti o Waitangi). The team decide that the first step is to make contact with the local marae to get advice on improving collaboration with Māori.

Act

A kaumātua observes that there is no written Māori around the service. Valuing and using te reo Māori would be a good starting point. Since no educator knows te reo, the team employ a tutor to come in once a week and get them started. The tutor helps them to produce some signs in te reo Māori. She also teaches educators more about the protocols of the local hapū and iwi so that they are more able to communicate with parents/whānau in respectful and appropriate ways.

One mother is on the marae committee. The mother offers to help choose some books in Māori for the service. The team invite parents/whānau in for storytelling sessions and also use the books themselves. They begin to naturally greet whānau members in Māori.

Māori parents begin to contact the service more frequently, and this is evident in the analysis of journal records after six months. Parents/whānau also begin to voice their needs and opinions more. They want to see more acknowledgment and incorporation of Māori learning styles by the service. In response to this, the team decide to undertake another review, looking at how effectively the service's curriculum is addressing the needs of Māori children and parents/whānau.

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Topic 2.2 – Do we know enough about parent/whānau views on the quality of our family day care, and do parents/whānau know enough about *Te Whāriki*?

Approach – Surveying parents/whānau

Plan

The manager of a family day-care network wants to review whether the caregivers working for her network know about parent/whānau understandings of *Te Whāriki* and about their views on how it is implemented in caregivers' homes and at weekly playgroups. She decides to work with a group of caregivers (the review team) to design a survey form that will be sent out annually.

Preparing the survey form involves discussions between a graduate research student and the review team. Parents/whānau are consulted about the survey form's content, clarity, and format. Each question will be rated on a seven-point scale. Space for comments is included. (The information collected will be both quantitative and qualitative.) A question about the reason for leaving the network is added to an "exit" version of the survey form.

The team set some standards. They expect at least 50 percent of parents/whānau to respond to the survey. They also expect practice to be consistently rated between the midpoint and the high end of the scale for at least 80 percent of the indicators. Two questions on the form refer to knowledge of *Te Whāriki* before enrolment and after enrolment respectively, and the network manager expects to see the latter question rated more highly.

Do

Caregivers give out the parent/whānau survey forms (see page 44). They provide stamped return envelopes addressed to the network's manager. Caregivers give a gentle reminder about the survey after a fortnight in case parents/whānau have forgotten to post the form in. They assure parents/whānau that all responses will be confidential between them and the manager of the service.

Study

55 percent of parents/whānau respond to the survey.

Tallies of ratings show that parents/whānau believe that the sense of belonging/mana whenua created at playgroup is less than satisfactory. The comments reveal that parents/whānau feel there are too few activities, meaning that children run around a lot and have "more bumps and tears".

Comments also indicate that parents/whānau still know little about *Te Whāriki*. Recurring comments include:

- "I haven't had any information to read about *Te Whāriki*."
- "Is it to get my child started on reading?"

The manager compares the results with the network's goal statements for the Adult Communication and Collaboration component, with the guiding principles of the DOPs, and with Te Tiriti o Waitangi. After this evaluation, she recommends much more sharing of information. She believes that if parents/whānau understand more, they will be more motivated to take part in implementing *Te Whāriki*. She also sees a need for educators to increase the sense of belonging/mana whenua created in the playgroups.

The findings and action plan are summarised on a two-sided newsletter for parents/whānau and caregivers. All examples given are anonymous.

Act

The manager's action steps are to:

- work with caregivers to make the playgroups an experience that children look forward to;
- prepare two pamphlets for parents/whānau (one in Māori and one in English), giving information about *Te Whāriki* and the ways in which the network is implementing it;
- include more information on *Te Whāriki* in the induction programme for new caregivers so that they are better able to share it with parents/whānau;
- confirm the intention to repeat the survey annually in order to determine whether improvement has occurred.

When the survey is run again the next year, the playgroups are rated more highly. More knowledge of *Te Whāriki* is also evident: all respondents circle the midpoint or higher in relation to this. The manager is pleased with the results. It is also clear that adult education (for parents/whānau and for caregivers) is helping to promote and extend knowledge about each child's learning and development.

However, comments still indicate a need for more education about the nature of the curriculum and how it applies to family day care. Two additional pamphlets on how children learn through *Te Whāriki* are produced for caregivers to share with parents/whānau. It is also clear that caregivers could improve the way they foster relationships among children. The manager plans to set up a workshop to address practice in this area.

Part of the survey form used in the review is provided on the next page.

Parent/whānau survey form

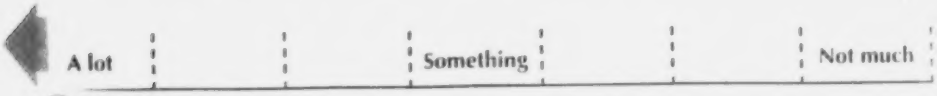
1. How much did you know about *Te Whāriki* (the curriculum for early childhood services) when you enrolled your child with family day care?

Comments _____

_____

_____

2. How much do you know about *Te Whāriki* now?

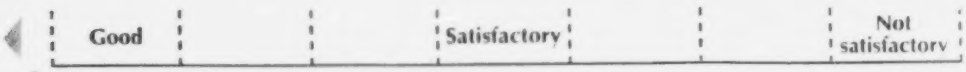


Comments _____

_____

_____

3. How would you rate the sense of belonging/mana whenua created for your child at [caregiver's] home?

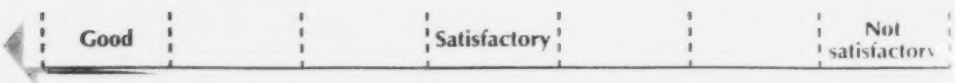


Comments _____

_____

_____

4. How would you rate the sense of belonging/mana whenua created for your child at his/her playgroup?



Comments _____

_____

_____

5. How would you rate the way [caregiver] helps your child to enjoy relationships with other children?

Good		Satisfactory		Not satisfactory

Comments _____

_____

_____

6. How would you rate the way that the playgroup helps your child to make and enjoy relationships with other children?

Good		Satisfactory		Not satisfactory

Comments _____

_____

_____

7. What else can we tell you about the early childhood curriculum and how it is carried out in this network?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Reviews of Organisational Management

Topic 3.1 – Are we effectively monitoring Individual Development Plans (IDP)?

Approach – Using tally sheets to analyse service records

Plan

After a parent complaint, the manager of a service decides to review the above topic. She wants to know whether discussions between educators, parents/whānau, and specialists about children's Individual Development Plans (IDP) occur at the agreed times. The service's policy is that records of each formal discussion be kept, so the manager decides to analyse these. She plans to set aside some time over a week to do this.

Do

The manager first identifies the time intervals that have been set for revisiting each child's IDP. She notes the names of individual children down one side of a chart and records the agreed discussion times alongside them. She makes a tick where the IDP has been discussed at the agreed time and a cross where there has been a delay, noting how long the delay was. She keeps this chart on file.

Study

The manager analyses the chart to see whether any particular children or groups are being overlooked. She finds that the children with behavioural difficulties are being reviewed at the agreed times. (If one educator forgets, another will follow up.) However, discussions about children with sensory impairments are often delayed. She concludes that the learning outcomes for three children with hearing loss are being compromised.

She raises her concerns with the supervisor responsible for monitoring IDPs. They discuss appropriate steps that might be taken.

Act

The supervisor sets up meetings about the three children immediately. She enters all scheduled review dates into the service's diary, where she and the manager will be able to keep track of them. The findings are also discussed at the next staff meeting.

The manager arranges a special meeting with the parent who first raised a concern. She takes him step by step through the findings. She records the supervisor's poor performance in her appraisal report but also records her markedly improved performance after the review.

Topic 3.2 – Is our staffing profile appropriate for the changing demographic profile?

Approach – Undertaking a staff census

Plan

The umbrella association for a group of early childhood services has learned that participation by Māori and Pacific Islands children in its services is lower than expected when compared with the area's population figures. The association also knows that the numbers of Māori and Pacific Islands children are expected to increase over the next few decades. This changing demographic profile suggests that staffing profiles will also need to change.

The association and a bargaining agent agree to carry out an equal employment opportunity (EEO) staff survey. A joint working party is set up, and a survey form is drafted. The party agree that the survey should cover the following variables:

- age group;
- gender;
- educational qualifications;
- early childhood qualifications;
- ethnicity;
- languages spoken;
- family responsibilities;
- disabilities.

Room for comments is also provided.

Do

The working party arrange for an independent researcher to finalise the survey form and mail it out to all services. The researcher raises ethical issues[10] for the working party to consider in relation to the survey (for example, confidentiality). A prepaid return envelope is enclosed. 75 percent of the association's staff members respond to the survey.

[10] For guidelines on ethical research practices, see Podmore (1997) on page 66 in the Recommended Reading section.

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Study

The independent researcher analyses the results, which are all confidential. She shreds the returns once they are analysed and hands in a summary report of the findings.

It becomes clear that there is a shortfall of Pacific Islands and Māori educators in the association. It is also revealed that some educators feel compromised by a tension between work and family commitments. Family leave is raised as a concern.

The association and the bargaining agent find the summarised information useful for their future planning. With the working party, they discuss some possibilities for addressing the needs revealed. The key findings are shared in newsletters to parents/whānau.

Act

The association is concerned that Pacific Islands and Māori children will not be supported well in the future, and so it changes some recruitment strategies to attract more educators from Pacific Islands and Māori backgrounds. It gets advice on how to do this from early childhood groups[11] such as the Pacific Island Early Childhood Council Aotearoa (PIECCA).

The bargaining agent seeks better family-leave provisions in the employment contract, and the association agrees to these.

The association is now more ready to meet the needs of its community in the next century.

[11] For more information about Pacific Islands and Māori early childhood groups, services can contact the Early Childhood Development (ECD) office in their region.

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Topic 3.3 – Who are we, and what are our values? Does our statement of philosophy reflect our current values and vision?

Approach – Using focus-group questions in the context of a hui

Plan

The educators and managers of a service decide to call a hui. The kaupapa is to review the service's values and, in turn, its statement of philosophy.

Those attending will be divided into small groups. They will be given two focus-group questions to inspire discussion about values and vision:

- What do you want this service to be like two years from now?
- How do you see the different parts of the service connecting/interweaving?

The hui is advertised through a newsletter, signs on noticeboards, the local newspaper, and access radio programmes for Māori and Pacific Islands communities. All parents/whānau are invited as well as any other interested people in the wider community.

Do

First a mihi is given to welcome everyone to the hui. Big sheets of paper and coloured pens are then given out so that groups can record their answers as words or images. A facilitator circulates, prompting discussion of the focus-group questions.

The groups then come together to report back. One of the educators captures all the key descriptive words on another large sheet of paper, which is pinned on a stand for all to see. Another person facilitates a discussion of the values that come up, using picture and word descriptions.

As a result of these processes, five core values are agreed upon:

- high quality;
- responsive and respectful relationships;
- shared responsibility between educators and parents/whānau;
- partnership with Māori;
- equity.

Study

Still during the hui, the above values are compared with the current statement of philosophy. The participants note that they have included the partnership principle of Te Tiriti o Waitangi in their core values. They decide to redraft the service's philosophy statement then and there to reflect this.

Act

The participants work together to redraft the statement of philosophy. All those present are then given a copy of the service's policy statements. They are asked to take these home and consider whether they need to be revised to fit with the new statement of philosophy.

The food is blessed and eaten, amidst further lively discussion about the picture descriptions of the service as a waka and as a village square.

The advertisements about the hui, the pictures drawn by participants, the values recorded, and the revised statement of philosophy are all kept as documentary evidence of the review process. Four policies are subsequently revised.

With a clear set of values to use as guidelines, managers and educators find that they are better able to resolve issues without conflict. The effects of the review ripple out into general planning and management approaches. For example, partnership between Māori and tauiwi in the service increases, and this leads to a greater sense of satisfaction for all.

The service reports on its experiences to the umbrella association, recommending that the association's philosophy statement also be reviewed.

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Case Study of a First Quality Review

He Tauira Arotake Tuatahi, Arotake Whai Hua

Scene setting

This fictitious story is about a large, urban community centre called Ngahuru. The centre provides early childhood education to children aged two years and over. This case study follows Ngahuru as it undertakes its first quality review as part of its quality improvement system. The review follows the Plan > Do > Study > Act (PDSA) cycle.

A review team, consisting of the president, three committee representatives, and educators, has been formed to undertake Ngahuru's programme of quality reviews, which starts with the component **Adult Communication and Collaboration**.

Although policies, objectives, and practices relating to the Communication and Consultation division of the DOPs have been in place for some time, educators are concerned that they are not communicating well with all parents/whānau. These concerns, however, are based on perceptions and feelings; educators find it difficult to isolate specific problems because there is no supporting information. Also, educators and the committee are aware that the community's demographic profile is changing rapidly as new immigrants settle in the area. In particular, the number of immigrants from Southeast Asia has grown significantly. Educators doubt their ability to communicate effectively with these families.

These factors trigger the choice of review topic. Earlier on, the service had set some quality goals for the Adult Communication and Collaboration component. One of their goal statements is: "Our communication will reach all those who need to know." After discussion between the committee, educators, and parents/whānau, the centre decides on the following topic:

Is communication between educators and parents/whānau effective?

The focus will be on parents/whānau from non-English-speaking backgrounds.

Plan

The review team consider the best way to gather information. They check whether professional support advisers and other centres in their association know of a tool for evaluating communication between parents/whānau and educators. Nobody does, although many express an interest in using such a tool.

The team decide to develop their own tool to evaluate the quality of interactions between educators and parents/whānau, using DOPs 6, 7, and 8 as a basis for quality indicators. They expect development of this tool to take several weeks since it will involve much consultation with parents/whānau. The tool will:

- give both parents/whānau and educators an opportunity to offer their opinions;
- be easy and not too time-consuming to complete;
- be designed for periodic use (for example, every six months) so that it can show changes in the quality of communication.

The review team come up with a list of nine indicators of high-quality practice. To ensure that the indicators are appropriate, unambiguous, and unbiased, they ask parents/whānau and educators to give feedback on them. The team then revise the indicators.

During this consultation process, people spontaneously describe examples of positive or negative practice in relation to the indicators. The review team decide to leave room for such comments on the form that they are developing. They realise that they are learning a lot about communication even before they begin the "Do" step of actually measuring quality. This preparation is an important part of their "quality journey". They begin to consciously record the examples and to reflect on their own practice. They also keep full notes about their consultations and later analyse this information alongside the results from the review itself.

When the final version of the tool has been developed (see page 57), the review team decide on a standard (expected level of quality) for the topic being reviewed. They decide that practice must be consistently scored at the high end of the scale (that is, as "always" or "usually") for at least seven of the nine indicators. The service decides to address any areas of practice that are consistently scored below "usually" on the scale. It will also address areas consistently shown to be weak by comments that parents/whānau and educators make.

Do

A lot of "doing" has already taken place during "planning" for the review, while the measuring tool was being developed. Educators now use the tool to collectively rate themselves. All interested parents/whānau are also invited to complete the scoring form individually. Parents/whānau who wish to discuss a particular concern are advised to approach the supervisor. The team arrange for translators to help those with limited English. To protect privacy, all responses are anonymous.

When they come to analysing the results, the team ask themselves: "What is Ngahuru doing well?" and "What needs improvement?" They compare scores from parents/whānau and educators to identify differences or similarities in perception.

Overall, the results of the review (and the information gathered through the initial consultation phase) reveal that educators are communicating well with many of the parents/whānau. The service isn't too far from meeting its standard: educators are able to rate themselves at the high end of the scale for six of the nine indicators, and scores from parents/whānau are largely consistent with these ratings.

However, the following areas of dissatisfaction and less effective communication are identified, particularly through comments made on the form:

- Educators believe that they lack skills to communicate with some parents/whānau, particularly those from Southeast Asia. Educators want support to increase their skills and confidence.
- Opportunities for educators to communicate with family members other than mothers are very limited.
- Educators find it difficult to gauge how much participation parents/whānau desire. Some parents/whānau want to be more involved but do not know how.
- Parents/whānau feel that they have inadequate time to talk with educators individually. Some parents/whānau believe that educators are too busy to discuss "small" concerns.
- Enquiries about enrolment are being handled haphazardly, and some families are "slipping through the cracks".
- Educators are sometimes unsure of the best ways to make new families feel welcome and are concerned that some families seem to be "on the outer". Some parents/whānau believe that the orientation procedures are inadequate.

A key finding is that some educators' lack of knowledge of language and culture is preventing them from communicating effectively with Southeast Asian families. The educators are aware that volunteers from the migrant service have been enrolling children from Southeast Asian communities on behalf of families who have limited skills in English. Therefore, no face-to-face communication with these families has occurred until the day that their children start. It is not known how much prior information these families have been given about Ngahuru or how accurate the information is. Opportunities for communication are being missed right from the start.

Once the children are enrolled, educators do not know the most appropriate ways to convey information about children's progress, interests, abilities, and areas for development, although they are attempting to do so. Educators have observed that Southeast Asian parents and families rarely discuss concerns and that they never do so spontaneously.

In evaluating the results, the Ngahuru review team decide that they need to work on both "learning from" and "sharing with" immigrant families. They first focus on the strengths identified in the review. They note that educators are particularly good at collecting observations about children's progress, interests, and abilities. They decide to build on this strength and to develop a plan for sharing the information more effectively with Southeast Asian families.

They want to target communities that will benefit most, so before developing their action plan, they ask the local migrant service which migrant communities are likely to increase in size and which are most likely to have toddlers or young children. They then recommend the following changes:

- budgeting for translations/translators for migrant families;
- making a list of community members who can help with future translations;
- locating tutors who can teach educators basic phrases in several Southeast Asian languages and help them to learn about customs, protocols, and effective methods of communication;
- translating welcome signs and the enrolment form into Southeast Asian languages (and providing contact details of community members who can answer families' questions about Ngahuru);
- setting up a resource area in the centre so that parents/whānau new to the area can find out more about what the community has to offer;
- making attempts to greet families in their own language;
- redesigning the induction process so that it is for "new families", not just "new children".

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The review team summarise the review steps, preliminary findings, and recommendations in a written report to other educators. They share the information with parents/whānau through a newsletter translated into two Southeast Asian languages as well as Māori.

Act

Together, the review team and other educators plan a time frame for implementing the recommendations as well as suitable steps to follow. They then put the plan into action.

As a result, common topics that the Southeast Asian families want more information about are revealed. Educators also learn more about the circumstances that caused the families to migrate to New Zealand. The team already feel that they can better understand the broader needs of the families and children. They learn about some Southeast Asian cultural practices and are sensitive to these.

The educators find it much better to be in contact with families about enrolment right from the start. They use traditional greetings to welcome parents/whānau and children and can say a few other phrases. When communication problems arise, they contact the translators. Signs are made in different languages to say that translators are available if needed.

The team monitor their efforts and regularly document and share successes and challenges. After six months, the centre decides to review communication between educators and parents/whānau once again – this time with reference to Southeast Asian families. They enter into the Plan > Do > Study > Act (PDSA) cycle once more.

Plan

This second review needs little planning as it will follow the same process as the first one. The review team apply the same standards to the topic and expect the review cycle to take a few weeks to complete.

Do

Using the measuring tool, the educators collectively score their practice in communicating with Southeast Asian families. Through translators, the review team then ask Southeast Asian families to complete the scoring form anonymously. Seven of twelve families take part.

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Study

The review team find that educators have been able to give themselves scores of "always" for eight of the nine indicators. Overall, educators feel:

- pleased about the progress made, giving positive examples of where they have overcome potential communication barriers and involved families more;
- better equipped to share information about children's progress. (Families have also begun to share more information about home activities connected with children's learning at Ngahuru.)

However, after studying the responses from families, the review team identify further areas for improvement. For example, several families are concerned that earlier in the year, educators had scheduled a trip to the zoo on a day that held religious significance for some Southeast Asian families. So that they can take these special days into account when planning events and activities, the review team decide to ask Internal Affairs for a list of days that are culturally important as well as to consult with families and community leaders about such aspects in the future.

The team also recommend that policies on parent/whānau communication be adjusted to conform with the findings. After documenting these decisions, they once again send a summary out to the families concerned (in their own languages).

Act

After agreement from the rest of the educators, the Ngahuru quality review team revise two policies on communication with parents/whānau. Before doing so, the team reflect on the broader implications of these revisions, particularly on how well the current policies reflect the partnership principle in Te Tiriti o Waitangi.

To ensure that Ngahuru supports Māori children and parents/whānau and that it provides information readily and in culturally appropriate ways, the team consult with Māori on the proposed policy changes. The team also identify ways in which the new policies might allow them to work more effectively with parents/whānau to promote and extend the learning and development of each child attending Ngahuru Community Centre.

The team decide that:

- all pamphlets are to include key statements in English and Māori as well as in other languages commonly used in the local community;
- all parents/whānau enquiring about enrolment at Ngahuru will be given opportunities to meet with the educators at a time most convenient for parents/whānau, and Southeast Asian families will be offered the use of translators.

The changes are reported upon to parents/whānau. Information about the changes is also shared with other local services; both successes and obstacles are described so that these centres can learn from Ngahuru's experience.

The Ngahuru Tool for Measuring Communication Between Educators and Parents/Whānau[12]

1. Educators acknowledge and respect the values, needs, and aspirations of parents/whānau.

Always	Usually	Sometimes	Seldom	Never

Comments/examples of practice

2. When appropriate, educators seek information and guidance from specialist services to enable them to work effectively with parents/whānau.

Always	Usually	Sometimes	Seldom	Never

Comments/examples of practice

3. Educators provide opportunities for parents/whānau to spend time at the service and ensure that they feel welcome to do so.

Always	Usually	Sometimes	Seldom	Never

Comments/examples of practice

4. Educators provide opportunities for parents/whānau to discuss concerns with them.

Always	Usually	Sometimes	Seldom	Never

Comments/examples of practice

[12] This measuring tool is offered for use by all interested early childhood services.

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5. Educators provide opportunities for parents/whānau to participate in making decisions about their child.

Always	Usually	Sometimes	Seldom	Never

Comments/examples of practice

6. Educators regularly provide opportunities for parents/whānau to discuss their child's progress, interests, abilities, and areas for development.

Always	Usually	Sometimes	Seldom	Never

Comments/examples of practice

7. Educators share observations and other information with parents/whānau.

Always	Usually	Sometimes	Seldom	Never

Comments/examples of practice

8. Educators make sure that parents/whānau have access to information about their child.

Always	Usually	Sometimes	Seldom	Never

Comments/examples of practice

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9. Educators make sure that parents/whānau have access to information about the service's operation, such as policies, objectives, and ERO reports.

Always	Usually	Sometimes	Seldom	Never

Comments/examples of practice

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Glossary
He Whakamārama

These definitions relate specifically to the early childhood sector and to *The Quality Journey* in particular. Some of the terms have slightly different meanings in other contexts.

Active listening
A technique by which a listener shows attentiveness and support by summarising back to the speaker what they think the speaker has said.

Analysis
The study and interpretation of data (information). This can involve exploring relationships or patterns in the data, checking the data against expectations, identifying absent characteristics, and making a statement of the result.

Assessment
The process of obtaining and interpreting information on the behaviour or performance of adults or children by observing and documenting what they do and how they do it.[13]

Baseline data
Findings from initial research against which future information and results can be compared.

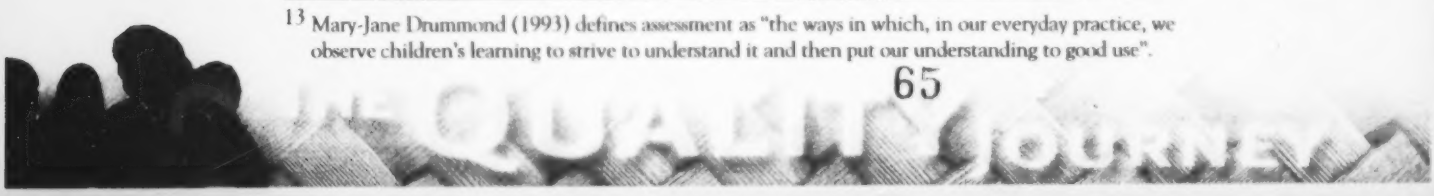
Benchmark
A standard or point of reference against which an early childhood service can measure itself. A benchmark may be a sector standard or a service's own past performance.

Closed question
See *Question*.

Core components
Those aspects of an early childhood service that have been chosen as the focus points for review in quality improvement systems: Teaching, Learning, and Development; Adult Communication and Collaboration; and Organisational Management.

Curriculum
The sum total of experiences, activities, and events that occur within an environment designed to foster learning and development.

[13] Mary-Jane Drummond (1993) defines assessment as "the ways in which, in our everyday practice, we observe children's learning to strive to understand it and then put our understanding to good use".



Data

Information that is gathered, recorded, and then used as a basis for inferring and reckoning. Data is often described as *quantitative* or *qualitative*:

Quantitative data

Information that is measured or measurable by quantity and that provides an understanding of situations through the use of numbers. Such information might reveal how *often*, how *many*, or how *much*.

Qualitative data

Information that is generally descriptive and that helps to provide an understanding of perspectives, attitudes, ideas, impressions, contexts, and viewpoints. (Qualitative data is not easily quantified.)

DOPs

[Revised Statement of] Desirable Objectives and Practices (1996). The DOPs convey Government's expectations about the standard of education and care that early childhood services must meet in order to be chartered. Implementing the DOPs is mandatory for all chartered services in New Zealand.

Educator

An adult in an early childhood setting (including a home-based service) who is responsible for promoting and extending the learning and development of each child.

Evaluation

Using data to form a judgment about the quality and effectiveness of aspects (policies, objectives, or practices) of an early childhood service. Evaluation is undertaken in order to make decisions about possible changes to improve learning outcomes.

External evaluator

A person from outside an early childhood service who assesses and evaluates the quality of early childhood education provided by the service.

Indicator

See *Quality indicator*.

Measuring tool

A specific means of measuring practice and assessing quality.

Objective

The result(s) that management and educators would like to achieve. An objective specifies what end is desired and within what time frame.

Open-ended question

See *Question*.

Outcome
An achieved result or consequence. An outcome should provide evidence that learning has taken place.

PDSA cycle
The Plan > Do > Study > Act cycle of steps for reviewing and improving quality.

Policy
A rule, course, or principle of action adopted by an early childhood service regarding particular aspects of that service (for instance, personnel, finance, or curriculum implementation). A policy should be consistent with the charter and the statement of philosophy.

Protocol
A formal code of behaviour (or culturally accepted ways of behaving) usually associated with rituals, ceremonies, meetings, and formal occasions.

Qualitative data
See *Data*.

Quality improvement system
A system centred on an ongoing programme of quality reviews to evaluate and improve the effectiveness of early childhood education. (See *Quality review*.)

Quality indicator
A means of observing and measuring a particular review topic in context. A quality indicator is a written statement that describes positive behaviours and good outcomes in relation to a topic.

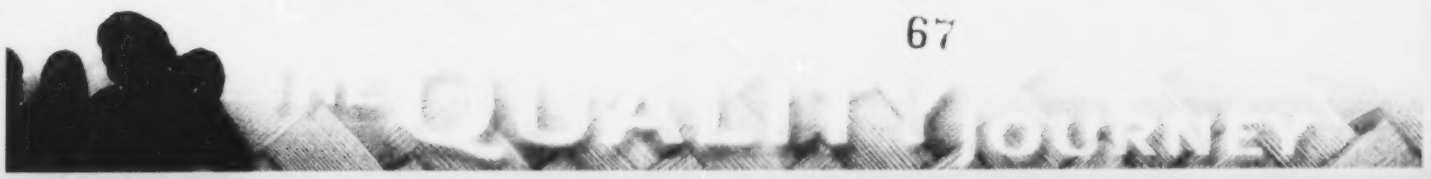
Quality review
A review that measures and evaluates how well an early childhood service is performing in core areas of practice (see *Core components*). These reviews compare practice against set goals and/or standards and have the specific aim of improving outcomes and effectiveness.

Quantitative data
See *Data*.

Question

Closed question
A question with a fixed set of responses, such as "yes" or "no".

Open-ended question
A question that allows a person to answer in whatever way they choose. Answers to open-ended questions generally offer more explanation. They are usually recorded verbatim (that is, word for word).



Reciprocal relationship
A relationship involving mutual, complementary reactions and responses between two parties.

Responsive relationship
A relationship in which one party (often the educator) reacts quickly and sensitively to the interests, observations, or experiences of another party (often the child or parents/whānau).

Scoring guidelines
Specific examples of practice that help reviewers to score actual practice against quality indicators.

Self-study
A person's examination of his or her own practice and contribution to an early childhood service. Self-study is one approach to reviewing quality.

Standard
An established and expected level of quality against which practice can be compared and measured in a quality review.

Statement of philosophy
A statement about the fundamental beliefs, vision, values, and ideals of an early childhood service. The philosophy provides the basis for decisions about the way in which a service is managed and about its directions for the future.

Variable
An observable characteristic that can vary from person to person, from situation to situation, or across time.

Structural variable
An organisational arrangement/factor such as group size, adult/child ratio, or educator qualifications.

Whānau
Members of an extended family and its supporting network who form a context for the care and guidance of a child.

Working theory
A set of ideas that are unique to a person's experience and that provide them with a way of understanding the world, interpreting experience, and deciding what to think and how to behave. A working theory is in a constant state of development and change.

TE WHARIKI WHAT HUA

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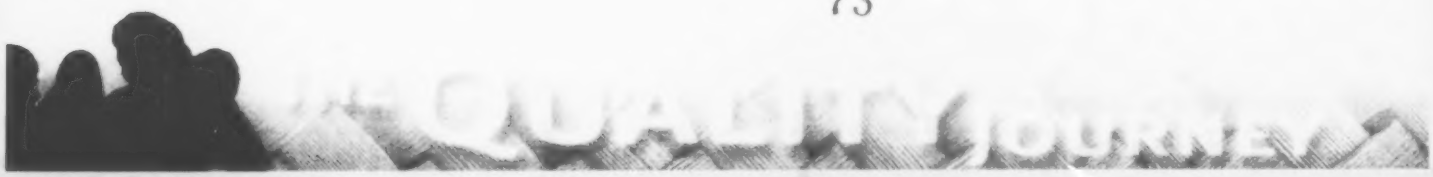

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Recommended Reading

Relevant Internet sites

The following URLs are for Internet sites where research findings and/or publications related to early childhood education can be found. Many of these sites have links to other sites.

Early Childhood Development (ECD)/Ngā Kaitaunaki Kōhungahunga
www.ecdu.govt.nz

Education Review Office (ERO)/Te Tari Arotake Mātauranga
www.ero.govt.nz

Educational Resources Information Center (ERIC) – provides access to an extensive body of international education-related literature
www.accesseric.org

Ministry of Education/Te Tāhuhu o te Mātauranga
www.education.govt.nz

National Association for the Education of Young Children (NAEYC) – based in Washington, DC, USA
www.naeyc.org

New Zealand Council for Educational Research (NZCER)
www.nzcer.org.nz

Queensland Department of Families, Youth, and Community Care – a reading list related to early childhood education
www.families.qld.gov.au/childcare/references.html

Relevant legislation

Legislation of particular relevance to early childhood services includes:[15]

The Education (Early Childhood Centres) Regulations 1998 – licensing standards for early childhood centres

The Education (Home-based Care) Order 1992 – a code of practice for chartered care arrangers[16]

The Privacy Act 1993 – regulations regarding the collection, storage, use, access to, and disclosure of personal information

[15] For further information about legislation, refer to a Ministry of Education liaison officer.

[16] There was an amendment to this Order in 1998.

Notes

Revised Statement of Desirable Objectives and Practices (DOPs)

for Chartered Early Childhood Services in New Zealand

Guiding Principles
Ngā Kaupapa Ārahi

- Management and educators of chartered early childhood services, in partnership with parents/guardians and whānau, will promote and extend the learning and development of each child attending or receiving the service through the provision of quality early childhood education and care.
- Educators will develop and implement curriculum which assists all children to grow up as competent and confident learners and communicators, healthy in mind, body and spirit, and secure in their sense of belonging and in the knowledge that they make a valued contribution to society.

Learning and Development
Te Akoranga me te Whakatipuranga

1. Educators should enhance children's learning and development through:

    (a) relationships and interactions which are responsive, reciprocal, positive, and encouraging;

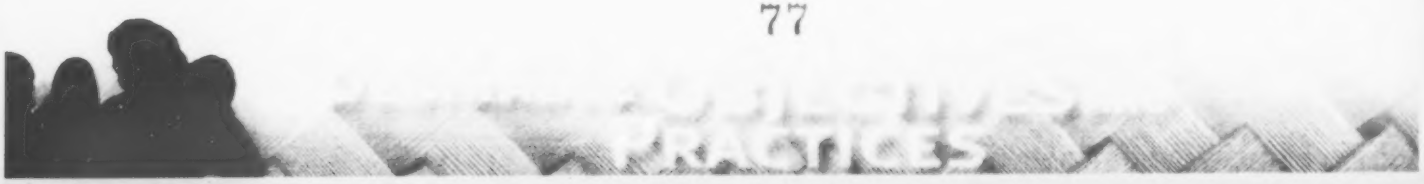
    (b) extending children's thinking and actions through sensitive and informed guidance, interventions, and support;

    (c) respecting children's preferences and involving children in decisions about their participation in activities;

    (d) planning and evaluating the physical environment and providing resources to support the needs of each child and to facilitate quality curriculum and interactions;

    (e) modelling non-discriminatory behaviour and promoting this with children;

    (f) implementing strategies to include all children.



2. Educators should demonstrate understanding of current theory and principles of learning and development and the different characteristics of infants, toddlers, and young children.

3. Educators should demonstrate knowledge and understanding of the learning and development of each child, identify learning goals for individual children, and use this information as a basis for planning, evaluating, and improving curriculum programmes.

4. Educators should implement curriculum and assessment practices which:

    (a) reflect the holistic way that children learn;

    (b) reflect the reciprocal relationships between the child, people, and the learning environment;

    (c) involve parents/guardians and, where appropriate, whānau;

    (d) enhance children's sense of themselves as capable people and competent learners.

5. Educators should plan, implement, and evaluate curriculum for children in which:

    (a) their health is promoted and emotional well-being nurtured; and they are kept safe from harm;

    (b) connecting links with the family and the wider world are affirmed and extended; children know they have a place and feel comfortable with routines, customs, and regular events; and children know the limits and boundaries of acceptable behaviour;

    (c) there are equitable opportunities for learning for each child, irrespective of gender, ability, age, ethnicity, or background; children are affirmed as individuals; and children are encouraged to work with and alongside others;

    (d) children develop verbal and non-verbal communication skills for a range of purposes; children experience the stories and symbols of their own and other cultures; and children discover and develop different ways to be creative and expressive;

    (e) children's play is valued as meaningful learning and the importance of spontaneous play is recognised; children gain confidence in and control of their bodies; children learn strategies for active exploration, thinking, and reasoning; and children develop working theories for making sense of the natural, social, physical, and material worlds.

Communication and Consultation

Te Whakawhitiwhiti Kōrero me te Kōrerorero Whānui

6. Management and educators should ensure that communication and consultation with each other and with parents/guardians, whānau, hapū, iwi, and local communities acknowledge and respect all parties' values, needs, and aspirations.

7. Educators should seek information and guidance from specialist services where appropriate to enable them to work effectively with children and their parents/guardians and whānau.

8. Educators should provide opportunities for parents/guardians and, where appropriate, whānau to:

    (a) feel welcome to spend time at the service, discuss concerns, and participate in decision making concerning their child;

    (b) discuss, both informally and formally, their child's progress, interests, abilities, and areas for development on a regular basis, sharing specific observation-based evidence;

    (c) have access to information concerning their child, the operation of the service, and Education Review Office reports regarding the service.

Operation and Administration

Te Mahinga me te Whakahaerenga

9. Management should develop and regularly review a statement of the service's philosophy and the charter, in consultation with educators, parents/guardians, and, where appropriate, whānau.

10. Management and educators should implement policies, objectives, and practices which:

    (a) reflect the service's philosophy, quality curriculum, current theories of learning and development, the requirements of the DOPs, and legislation;

    (b) acknowledge parents/guardians and whānau needs and aspirations for their child;

    (c) reflect the unique place of Māori as tangata whenua and the principle of partnership inherent in Te Tiriti o Waitangi;

(d) are inclusive, equitable, and culturally appropriate;

(e) are regularly evaluated and modified by an ongoing, recorded process of internal review.

11. Management should implement:

(a) personnel policies which promote quality practices, including appointment of competent staff, staff appraisal, and professional development for both management and educators;

(b) employment policies which incorporate the principles of being a good employer, including equal employment opportunities;

(c) financial management policies which include budgeting to ensure that policies and objectives are met.

12. Management makes the audited annual financial statement available to educators, parents/guardians, whānau, the local community, and government to account for the use of Ministry of Education funding.

The New Zealand Gazette, 3 October 1996

Teaching, Learning, and Development Indicators

A Measuring Tool for the First Core Component

MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

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Learning Media Limited, Box 3293, Wellington, New Zealand.
Website: www.learningmedia.co.nz

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Dewey number 372.21
ISBN 0 478 23743 X
Item number 23743

Teaching, Learning, and Development Indicators

Early childhood management and educators can use the quality indicators in this booklet for reviews of the first core component – Teaching, Learning, and Development. The indicators focus mainly on educator/child interactions, which are central to this component. Such interactions provide good evidence of the quality of education that children experience.

DOP 1 provided the starting point for the indicators, which are labelled accordingly. The subsections of DOP 1 – (a), (b), (c), (d), (e), and (f) – form the review topics, and the quality indicators describe positive behaviours and outcomes associated with each topic. Adult/child interactions can be observed and scored on the basis of these indicators.

This measuring tool has been designed for use in a range of early childhood settings. A person from outside a service (such as a professional development adviser) could be asked to carry out the observations. This would allow educators to continue in their regular roles and may also generate more objective information.

Evaluating adult/adult interactions

The indicators for topic 1(g) are centred on adult/adult interactions.[1] They straddle the boundary between the Teaching, Learning, and Development component and the Adult Communication and Collaboration component. They have been included in this section because there is a strong link between the quality of adult interactions and the quality of education experienced by children. Adult relationships have a significant impact on an early childhood environment and on the learning and development that takes place within it.

Services will probably want to observe adult/adult interactions separately from educator/child interactions (which form the basis of the preceding indicators). They may also want to observe interactions *between* educators and parents/whānau separately from interactions *among* educators because different patterns may emerge in each case.

Adult interactions can be further explored in reviews of the Adult Communication and Collaboration component, when services can give more emphasis to the effects of interactions on parents/whānau and the wider community.

[1] Although this topic is not drawn from DOP 1, as the other indicators are, it has been labelled 1(g) to be consistent with the other topics.

Undertaking the observations

It is usually best if only one or two people carry out the observations and scoring at any one time. When measuring practice against these indicators, those undertaking the observations are likely to get the most useful and comprehensive data if they can:

- carry out the observations on typical days (when educator/child ratios are normal and the usual educators are on duty);
- observe both indoor and outdoor experiences;
- observe all educators on duty;
- spend *at least* two hours (preferably more than three) on the observations and scoring and undertake all observations in one go;
- score according to what is actually observed on the day rather than by recalling observations made on other days;[2]
- finalise the scores at the end of each observation period.

[2] In some cases, however, recall will be necessary (for instance, when the indicator is about behaviour that is by definition infrequent, such as weekly evaluation of curriculum).

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Scoring

For each indicator, practice is scored by ticking the appropriate point on the five-point scale.

Consistently high quality	Mainly high quality	Medium quality	Mainly low quality	Consistently low quality

Consistently high quality: to be scored when there are *no* exceptions or inconsistencies in educators' practice (even when the exception/inconsistency applies to only one educator, location, or time);

Mainly high quality: to be scored when educators' practice is mainly high quality but when there is evidence of some inconsistency;

Medium quality: to be scored when educators' practice is neither high quality nor low quality or when practice is a mixture of high-quality and low-quality practice;

Mainly low quality: to be scored when educators' practice is mainly low quality but when there are some exceptions that apply to an educator, location, or time;

Consistently low quality: to be scored when educators' practice is, without exception, low quality.

Services will want to aim for a high percentage of high scores. Practice and/or policy will need to be examined where scores are in the middle or at the lower end of the scale.

Scoring guidelines

On the page facing each set of indicators, guidelines for scoring practice are provided. These give examples of practice equivalent to "consistently high quality" and "mainly low quality". (Services can deduce the other levels of quality along the scoring scale.)

Scoring guidelines are not checklists. However, they do show some of the most important factors to take into account when deciding how to rate practice.

Services may want to refer to these guidelines when using the indicators. Alternatively, they can devise their own. For example, a Māori-immersion service may want to rewrite a number of the guidelines so that they better reflect their perspective.

Space has been provided below each indicator so that those undertaking the observations can elaborate on or justify the scores they give.

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Evaluation

When services come to evaluate the results of their observations, some reflective questions they might ask themselves include:

- What aspects of our service (structures) stop us from scoring High?
- What does our team *do* (processes) to stop us scoring High?
- How can we improve our practice?

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Looking at practice through a child's eyes

When using the Teaching, Learning, and Development indicators, it is a good idea to view practice as much as possible from a child's perspective. It may be useful to keep in mind the five children's questions[3] that link into the strands of *Te Whāriki*. These are:

Belonging

Do you appreciate and understand my interests and abilities as well as those of my family? (Do you know me?)

Well-being

Do you meet my daily needs with care and sensitive consideration? (Can I trust you?)

Exploration

Do you engage my mind, offer challenges, and extend my world? (Do you let me fly?)

Communication

Do you invite me to listen and communicate, and do you respond to my particular efforts? (Do you hear me?)

Contribution

Do you encourage and facilitate my endeavours to be part of a wider group? (Is this place fair?)

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[3] Carr, May, and Podmore (1998).

Topic 1(a)

Are educators' relationships and interactions with children responsive, reciprocal, positive, and encouraging?

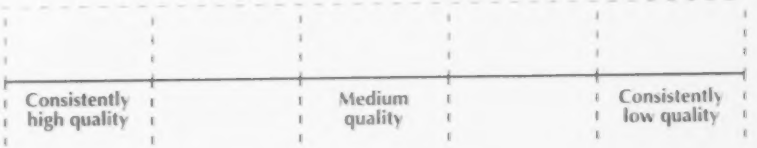
Quality indicators

1(a) – i

Educators are attuned and responsive to children.

Comments/examples _____

_____



1(a) – ii

Children's actions demonstrate that they trust educators to respond in a positive way.

Comments/examples _____

_____

1(a) – iii

Educators express sincere interest in what children are doing and thereby affirm them and build their self-esteem *(through attentive behaviour, closeness, words of affirmation).*

Comments/examples _____

_____

1(a) – iv

Educators demonstrate affection for children *(through touch, language, looks/smiles).*

Comments/examples _____

_____

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Scoring guidelines for topic 1(a)

Consistently high quality	Mainly high quality	Medium quality	Mainly low quality	Consistently low quality
1(a) – i *All educators:* • are accessible to children; • work predominantly at child level; • quickly respond to calls for assistance; • are attuned to communication styles of Māori and other groups (e.g., non-verbal); • encourage capable children to help others; • link the curriculum to individuals' strengths, interests, and learning needs; • talk with children about past experiences and about family life; • show special sensitivity to new arrivals.			**1(a) – i *Many educators:*** • talk with other educators much more than with children; • stand or work where children cannot easily reach them; • hurry children and/or interrupt them; • have delayed responses to children's calls for help; • make few curriculum links to individual children's strengths, interests, and learning needs; • rarely talk with children about home or past experiences; • treat new arrivals in the same way as other children; • do little to address special needs.	
1(a) – ii *Children:* • go to all educators with their requests, news, anxieties, achievements, and needs; • feel safe to make mistakes and seek educators' help when it is needed; • spontaneously touch, cuddle, or smile at educators.			**1(a) – ii *Children:*** • appear anxious about reactions from some educators; • seldom approach a number of the educators; • give up when they have difficulties, without asking for help from educators.	
1(a) – iii *All educators:* • listen actively to children's talk, without interrupting them; • check what children mean; • use open questions and other empowering language; • offer information to assist/extend children; • praise children readily; • protect children's work; • help children to try things again; • respect and affirm the routines of children who are new or have special needs.			**1(a) – iii *Many educators:*** • rarely listen closely to children's talk; • assume that they know what children mean, without checking; • often use closed questions and controlling language; • praise only good behaviour rather than children's learning and development; • show little respect for children's work and efforts; • are impatient when children have difficulties; • make few or no concessions for new children's routines and mannerisms; • avoid interaction with children who have special needs.	
1(a) – iv *All educators:* • greet/farewell and smile at children when they arrive and depart; • spontaneously show warmth for all children through touch, language, looks, and smiles; • respond promptly to children who are sad or hurt (e.g., with words, touch/cuddles); • give special attention to new, unwell, or upset children.			**1(a) – iv *Many educators:*** • greet/farewell only some of the children; • are reserved with some/all children; • are distant with hurt or sad children; • do not adapt their practice for new, unwell, or upset children.	

Topic 1(b)

Do educators extend children's language, thinking, and actions through sensitive and informed guidance, interventions, and support?

Quality indicators

1(b) – i

Educators sensitively stimulate children's activity, interests, and thinking *(by encouraging prediction, problem solving, and sharing of ideas and knowledge).*

Comments/examples _____

_____

1(b) – ii

Educators and children have meaningful discussions *(in which educators actively listen to children's talk and respond to children's ideas).*

Comments/examples _____

_____

1(b) – iii

Educators and children play with language and explore reading and writing *(through mark making/writing and by sharing stories, waiata/songs, poems/rhymes).*

Comments/examples _____

_____

1(b) – iv

Educators and children explore and use numbers, mathematical concepts, and symbols.

Comments/examples _____

_____

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Scoring guidelines for topic 1(b)

Consistently high quality	Mainly high quality	Medium quality	Mainly low quality	Consistently low quality
1(b) – i *All educators:* • address individual needs; • actively help children to "go where their learning is heading"; • use a range of strategies such as modelling, naming concepts, asking open questions, giving praise and feedback; • foster prediction and problem setting/solving; • help children to plan and to share ideas; • explore children's working theories about people, places, and things; • foster creativity through pretend play, music, art, stories, and drama; • allow children to continue projects later; • allow children to play in their own ways; • talk with children to increase the complexity of their play.			**1(b) – i *Many educators:*** • provide group activities that they, not the children, have thought up; • passively observe children's learning; • use a limited number of teaching strategies; • seldom provide challenging play opportunities; • do not encourage prediction or problem setting/solving; • seldom foster planning or knowledge-sharing among children; • rarely engage with children's working theories about people, places, and things; • restrict opportunities for creative expression; • pack up/close off areas every couple of hours or so; • control children's play agendas; • seldom talk in ways that increase the complexity of play.	
1(b) – ii *All educators:* • actively engage with children's ideas; • talk about people, places, events, and things that have meaning for children; • sustain children's curiosity in discussion; • advance children's general knowledge.			**1(b) – ii *Many educators:*** • do not converse to any real degree with children; • respond without engaging with and exploring children's ideas and meanings; • talk without connection to individual children's lives; • add little to children's general knowledge.	
1(b) – iii *All educators:* • display and use an array of reference books, stories, poems, and songs/waiata; • often act out stories, poems, and songs; • share stories/songs from other cultures; • offer stories, poems, and songs to individuals as well as groups; • use books/pictures to answer questions; • write in view of children; • support children's mark making; • weave reading of print into play.			**1(b) – iii *Many educators:*** • use few stories, reference books, poems, and songs/waiata (or use only books or only songs/waiata); • provide only "tired" books and resources; • read some books but give no opportunity for discussion; • read or sing only to large groups; • rarely refer to books or pictures to answer questions; • do not write in view of children; • offer few opportunities for children to do mark making; • show impatience with children's mark making; • do not weave reading of print into play.	
1(b) – iv *All educators:* • spontaneously use mathematical concepts and vocabulary (e.g., in games/play); • often weave counting into the curriculum; • eagerly extend both their own and the children's mathematical knowledge; • provide many accessible maths resources.			**1(b) – iv *Many educators:*** • rarely "talk mathematics"; • seldom include counting in the curriculum; • are wary of allowing discussion to move beyond their own mathematical knowledge; • provide few mathematical resources/displays.	

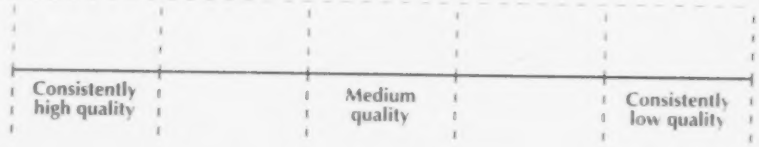
Topic 1(c)

Do educators respect children's preferences and involve children in decisions about their participation in activities?

Quality indicators

1(c) – i

Educators respect children's learning interests *(by following children's ideas and leads and by allowing children to complete activities).*



Comments/examples _____

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1(c) – ii

Educators seek and respect children's preferences for and against *(about food, challenges, activities, and so on).*

Comments/examples _____

_____

_____

1(c) – iii

Educators talk with children in reflective and thoughtful rather than directive and procedural ways.

Comments/examples _____

_____

_____

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Scoring guidelines for topic 1(c)

Consistently high quality	Mainly high quality	Medium quality	Mainly low quality	Consistently low quality
1(c) – i ***All educators:*** • follow children's leads most of the time; • discuss children's learning interests with parents/whānau; • provide many opportunities for children to explore their working theories; • give children time and resources so that they can choose to be creative; • allow children to complete activities at a later date.			**1(c) – i** ***Many educators:*** • follow educators' ideas most of the time; • rarely discuss children's learning interests with parents/whānau; • provide few opportunities for children to explore their working theories; • ask children to "make products"; • give children products to "colour in"; • rarely allow children to complete activities at a later date.	
1(c) – ii ***All educators:*** • allow children to say whether they would or would not like food, personal space, clothes, and so on (unless health and safety needs take precedence); • offer children a range of choices most of the time; • follow through on the preferences that children express.			**1(c) – ii** ***Many educators:*** • neglect to ask or consider whether children would or would not like to do or have things; • constrain children's choices; • override clear preferences that children express about things and experiences (including challenges).	
1(c) – iii ***All educators:*** • use open questions, prompts, and thoughtful remarks to broaden children's thinking; • minimise their use of words like "don't" and "should"; • give well-timed comments and advice.			**1(c) – iii** ***Many educators:*** • use closed questions; • give directions like "don't", "you should", and "you must"; • impose advice before children seek it.	

Topic 1(d)

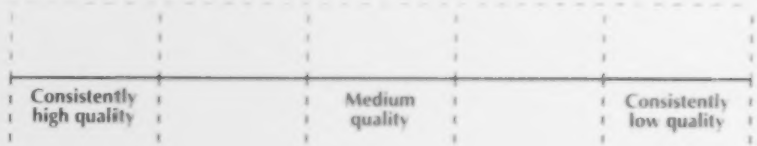
Do educators provide an environment and resources to support the needs of each child and to facilitate quality curriculum and interactions?

Quality indicators

1(d) – i

Educators provide resources that stimulate a range of play opportunities.

Comments/examples _____



1(d) – ii

Educators provide opportunities for both individual and social play.

Comments/examples _____

1(d) – iii

Educators provide time, materials, and support (both indoors and outdoors) so that children can explore their interests and ideas.

Comments/examples _____

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Scoring guidelines for topic 1(d)

Consistently high quality	Mainly high quality	Medium quality	Mainly low quality	Consistently low quality
1(d) – i *All educators:* • provide a range of resources that are appropriate for children's ages and learning paths; • provide resources that offer challenge, choice, risk taking, and decision making; • regularly use the local and community environments in the curriculum; • allow children to have a say about resources and their use in the service; • shape the physical environment to reflect the diversity of children in the service (e.g., by creating diverse experiences and images).			**1(d) – i *Many educators:*** • provide resources that are inappropriate for children's ages and learning paths; • provide a safe but sterile physical environment; • rarely make use of local and community environments in the curriculum; • do little with the physical environment to reflect the diversity of children present.	
1(d) – ii *All educators:* • enable children to play alone or in groups; • protect children's space and time to be solitary if that is what they want; • guide children's relationships with others by encouraging collaborative play; • offer plenty of resources to minimise competition; • facilitate social and pretend play for all.			**1(d) – ii *Many educators:*** • make children play in groups that the adults (not the children) choose; • do not support a child's desire to play alone; • seldom guide children's relationships with others; • do little to address resource shortfalls that lead to competition; • make little effort to facilitate social and pretend play.	
1(d) – iii *All educators:* • provide varied opportunities for indoor and outdoor play; • allow children to move freely between indoor and outdoor areas for much of the time; • promote a feeling for the land by using natural resources sensitively (e.g., as shown by kaumātua and kuia); • ensure that equipment is well maintained and attractive; • display most resources at child level.			**1(d) – iii *Many educators:*** • value indoor over outdoor experiences (or vice versa) and allow more time for one than for the other; • restrict movement between indoor and outdoor areas; • do little to promote a feeling for the land; • make little use of natural resources; • do little to improve the state of tatty or jumbled equipment; • store many resources out of children's reach.	

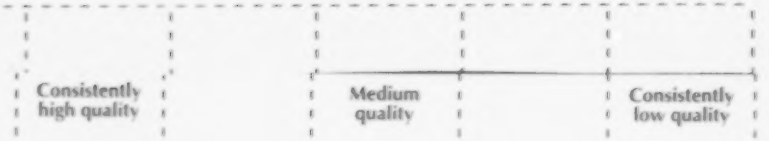
Topic 1(e)

Do educators model non-discriminatory behaviour and promote this with children?

Quality indicators

1(e) – i

Educators encourage intercultural appreciation.



Comments/examples _____

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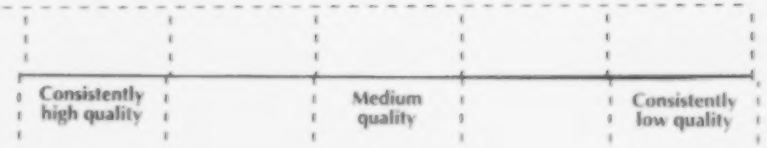
1(e) – ii

Educators use (and encourage children to talk in) te reo Māori.



Comments/examples _____

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1(e) – iii

Where applicable, educators use (and encourage children to talk in) languages other than English and Māori.

Comments/examples _____

_____

_____

Scoring guidelines for topic 1(e)

Consistently high quality	Mainly high quality	Medium quality	Mainly low quality	Consistently low quality
1(e) – i *All educators:* • respond positively to children from all backgrounds; • make positive comments about children's cultures; • sensitively address discriminatory behaviour among children; • use stories, songs, and images from different cultures; • develop, apply, and share their knowledge of the cultures represented in the service; • respect protocols associated with different cultures or religions (e.g., relating to food, dress, or behaviour); • encourage all parents/whānau to be involved in the service's day-to-day life.			**1(e) – i *Many educators:*** • make some negative comments about children, their parents/whānau, or their cultures; • do not address children's discriminatory behaviour; • make little effort to learn about different cultures; • do little to recognise and reflect the diversity of cultures (e.g., through displays, activities, or conversation); • show ignorance of different food, dress, or behavioural protocols; • respond more positively to children from certain backgrounds; • encourage only some parents/whānau to be involved.	
1(e) – ii *All educators:* • help all children to learn some te reo Māori; • use te reo Māori on a daily level; • incorporate Māori stories, legends, and waiata into the curriculum; • encourage Māori-speaking parents/whānau to participate.			**1(e) – ii *Many educators:*** • do nothing to help children learn some te reo Māori; • make little or no use of te reo Māori; • rarely use Māori stories, legends, and waiata in the curriculum; • infrequently include Māori-speaking parents/whānau; • make little or no effort to pronounce Māori names/words correctly.	
1(e) – iii *All educators:* • encourage children and their parents/whānau to use their own languages; • make efforts to learn phrases in the languages that are spoken by children and parents/whānau; • use songs and stories in different languages; • address any devaluing of languages; • display posters/signs in different languages.			**1(e) – iii *Many educators:*** • make no reference to languages other than English and Māori; • rarely use songs and stories in languages other than English and Māori; • display no posters/signs in languages other than English and Māori; • make little or no effort to pronounce names/words in different languages correctly.	

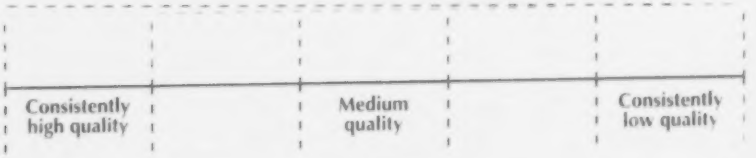
Topic 1(f)

Do educators implement strategies to include all children?

Quality indicators

1(f) – i

Educators promote equitable opportunities for all children to interact with and learn from other people and the environment.



Comments/examples _____

_____

_____

1(f) – ii

Educators facilitate appropriate learning opportunities for children who have specific interests and abilities.

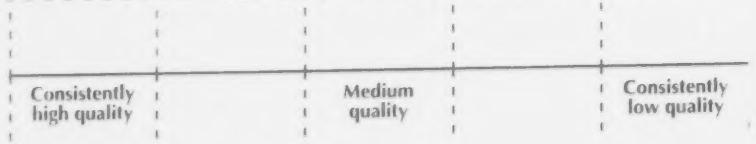
Comments/examples _____

_____

_____

1(f) – iii

Educators guide children to respect, support, and collaborate with each other.



Comments/examples _____

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Scoring guidelines for topic 1(f)

Consistently high quality	Mainly high quality	Medium quality	Mainly low quality	Consistently low quality
1(f) – i *All educators:* • regularly check to ensure that children have equitable opportunities for interaction, regardless of the groups they belong to; • provide learning opportunities to balance any inequities they discover; • facilitate contact between children and adults of different ages, genders, ethnic backgrounds, and abilities; • sensitively include children who are alone yet show a desire to join others.			**1(f) – i *Many educators:*** • haphazardly check the opportunities that children have for interaction; • use only random or "spur-of-the-moment" strategies to address inequities; • rarely facilitate contact between children and adults of different ages, genders, ethnic backgrounds, and abilities; • leave lone children to themselves, even when they show a desire to join others.	
1(f) – ii *All educators:* • use assessments and/or regular discussions with parents/whānau to identify children's specific interests and abilities; • enhance particular interests and abilities, adapting their approach to the particular child; • arrange for extra support when educators or children need it to make progress.			**1(f) – ii *Many educators:*** • only occasionally talk with parents/whānau about children's interests and abilities; • create barriers for children with different abilities; • treat all children as if they had the same learning needs (e.g., by speaking to them in the same way).	
1(f) – iii *All educators:* • demonstrate and encourage values of respect, responsiveness, and co-operation;[4] • foster children's sensitivity to others' feelings and needs (e.g., by encouraging expression and responsiveness to it); • encourage children to support new arrivals so that they feel they belong.			**1(f) – iii *Many educators:*** • let lapses in respect, responsiveness, and co-operation among children pass without comment; • let children's insensitivity to others' feelings and needs pass without comment.	

[4] Observers can watch for evidence of this in children's behaviour (for example, positive attitudes to other genders and ethnic groups).

Topic 1(g)

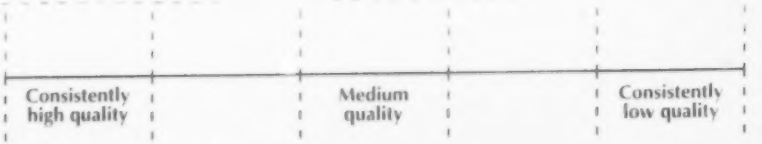
Do educators and management care about, share with, and learn from their peers and other adults in the interests of the children?

Quality indicators

1(g) – i

Adult relationships are warm, encouraging, responsive, reciprocal, and respectful.

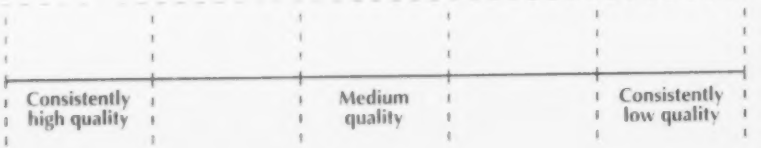
Comments/examples _____



1(g) – ii

Educators and management collaborate with their peers and other adults to plan and evaluate curriculum implementation.

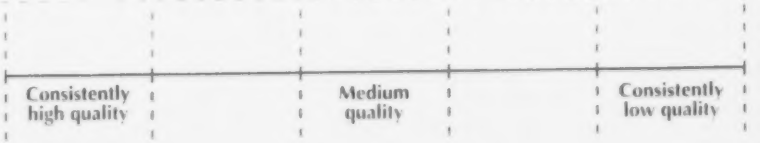
Comments/examples _____



1(g) – iii

Educators and management use clear and regular communication practices.

Comments/examples _____



1(g) – iv

Adult contact includes sharing of knowledge, perceptions, and insights on children.

Comments/examples _____

2 Note: Adult/adult interactions are the interactions that take place *among* educators/management and *between* them and other adults, particularly parents/whānau (including kaumātua and kuia). It is the practice of the educators/management that is being evaluated by this topic.

Scoring guidelines for topic 1(g)

Consistently high quality	Mainly high quality	Medium quality	Mainly low quality	Consistently low quality
1(g) – i *All educators/management:* • show that they share a sense of community focused on the interests of children (e.g., by working together); • praise other adults' achievements; • share excitement about children's achievements; • accept other adults' ways of doing things, without unfairly criticising; • give constructive feedback; • set aside personal difficulties and differences with other adults for the benefit of the children; • help other adults when problems arise.			**1(g) – i *Many educators/management:*** • only sometimes (or with few other adults) show that they share a sense of community focused on the interests of children; • are frequently distant/impatient with or judgmental of other adults; • often let personal differences or tensions get in the way of their work with children; • rarely praise other adults; • rarely offer to help each other.	
1(g) – ii *All educators/management:* • come together daily and weekly to plan and evaluate the curriculum; • include parents/whānau in curriculum planning; • discuss the curriculum in relation to groups and individual children; • record and share plans, evaluations, and recommendations with other adults (including parents/whānau).			**1(g) – ii *Many educators/management:*** • plan and evaluate the curriculum on an arbitrary basis and in isolation from one another; • do not involve parents/whānau in curriculum planning; • discuss the curriculum only in relation to the whole group; • only jot down notes about the curriculum, without formally recording them or sharing them with other adults.	
1(g) – iii *All educators/management:* • communicate often and in detail about supervision, children's needs, and so on; • use a range of means to regularly communicate with parents/whānau (e.g., noticeboards, notebooks, discussion).			**1(g) – iii *Many educators/management:*** • communicate among themselves in haphazard ways; • communicate only with parents/whānau who seek contact, using few means.	
1(g) – iv *All educators/management:* • create meaningful partnerships with those parents/whānau who participate in sessions; • make time to regularly share information and ideas about children's learning (including with parents/whānau); • take time to get to know each new arrival's parents/whānau and to learn from them.			**1(g) – iv *Many educators/management:*** • use parents/whānau only for "housekeeping" during sessions; • share information and ideas about children's learning very occasionally and with only some other adults; • make little or no effort to get to know new arrivals' parents/whānau or to learn from their ideas and insights.	

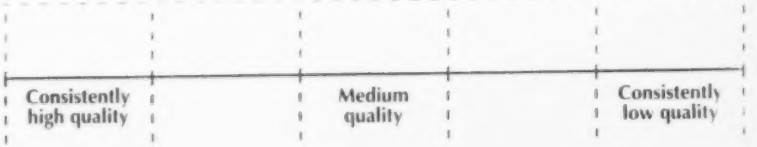
Template for quality indicators

Topic

Quality indicators

1

Comments/examples



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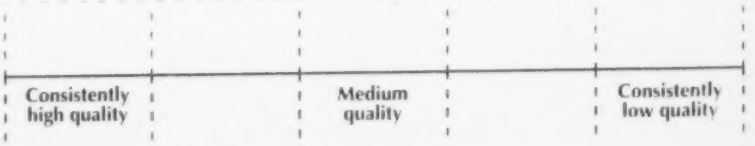
Comments/examples



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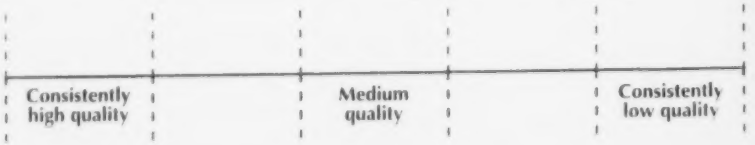
Comments/examples



4

Comments/examples

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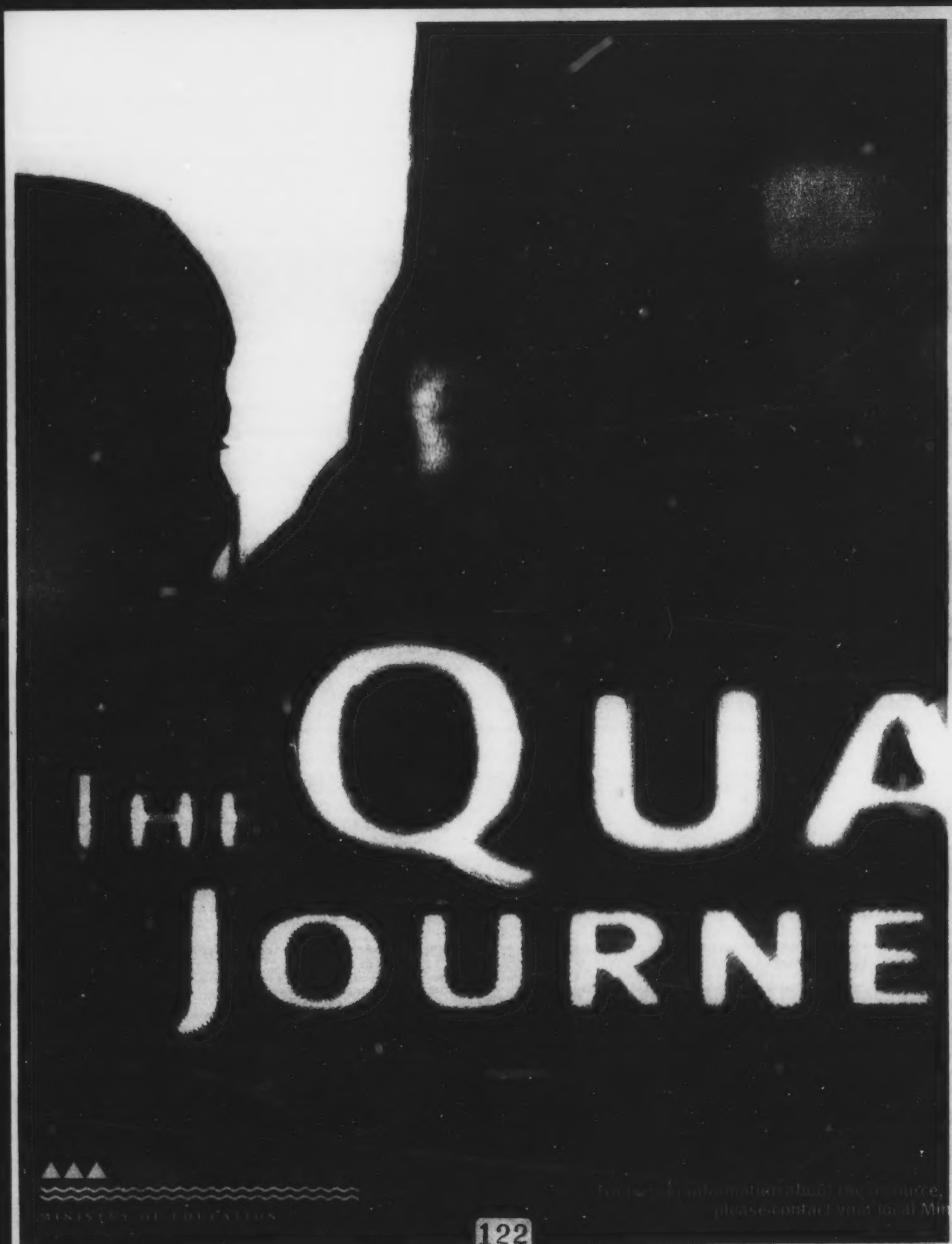
Template for scoring guidelines

Consistently high quality	Mainly high quality	Medium quality	Mainly low quality	Consistently low quality

Notes

ISBN 0-478-23743-X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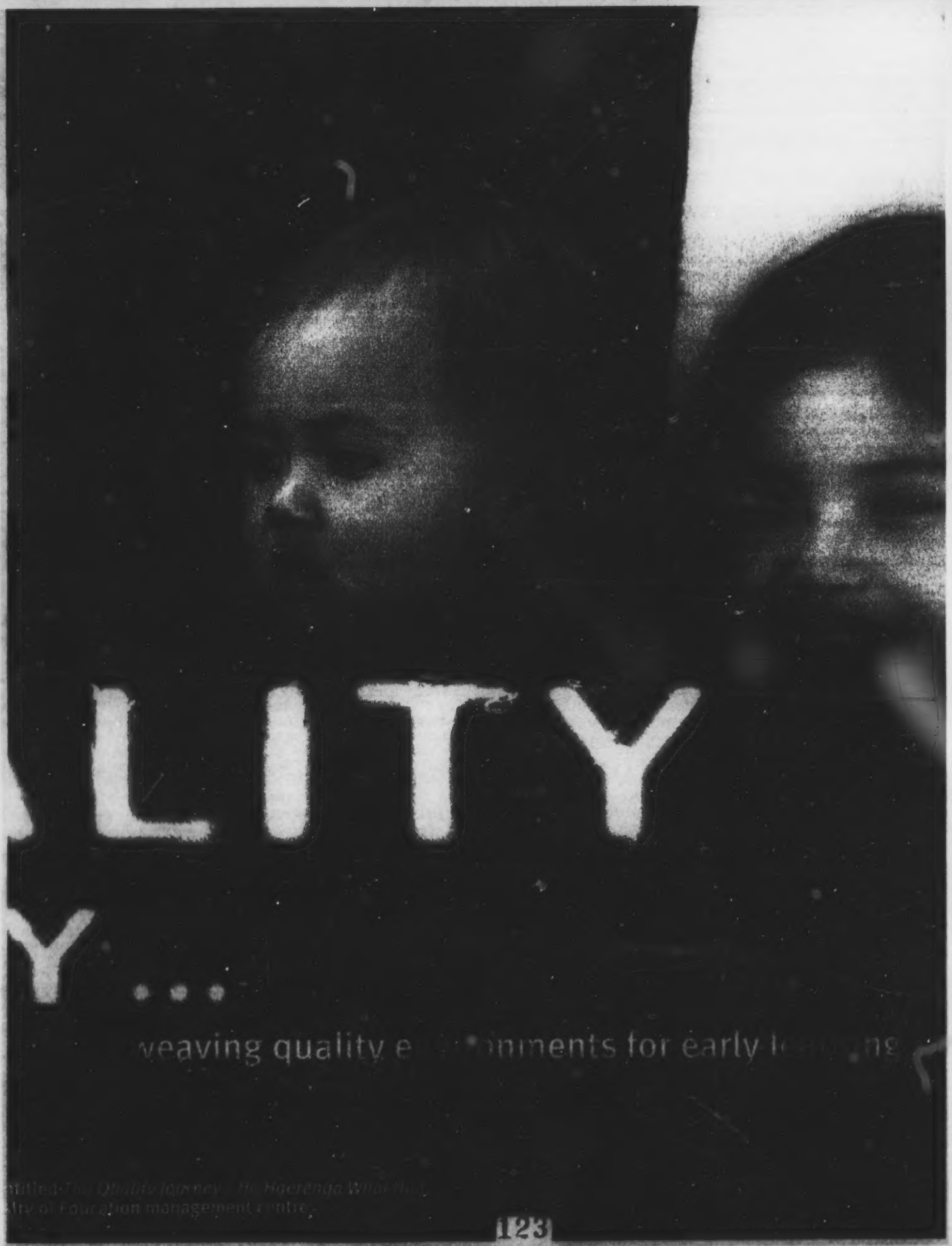
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